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ABSTRACT

This elementary and secondary level world hunger curriculum guide is designed both to educate teachers and students in the basics of world hunger, and to guide them in organizing student groups to take action that will combat hunger. A background information section is presented in part 1, which describes who and where the hungry are, what it is like to be hungry, why we have hunger, what is being done and what needs to be done to eliminate hunger, and how people can become involved. Part 2 contains a series of elementary level classroom teaching strategies for special school events and holidays. These are hour-long lessons that tie together the subject of world hunger and the particular holiday the school is celebrating (e.g., Halloween, Thanksgiving, winter holidays, Valentine's Day, and spring holidays). The final part presents a series of secondary level lesson plans in each of the five subject areas: social studies, language arts, health/nutrition, the visual arts, and the sciences. Each series is divided into five steps which can be completed in five days or extended over a longer period. In each subject area, one series is for beginning level or younger students, one is intermediate, and one is for older or more advanced students. Following these three series of lesson plans are suggestions for extending the classroom activities into class-action projects, evaluation strategies, and a list of over 60 films, books, and organizations to contact. (LH)

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World Hunger

Learning To Meet The Challenge

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Impact on Hunger is a non-profit educational organization that informs the public about world hunger, educates them as to its causes and possible solutions, and involves them in taking action to alleviate and end hunger — local and global.

The Executive Director of Impact on Hunger is Steve West.

Requests for copies of this curriculum, *World Hunger: Learning to Meet the Challenge,* can be sent to the Schools Project, Impact on Hunger, 145 E. 49th Street, New York, NY 10017.

1983.

Imagine:

A world without hunger!

Acknowledgments

Any contribution this program may make toward overcoming world hunger is as much attributable to the help we have received from others as it is to our own effort. First, of course, is the tremendous boost the whole concept was given by the New York City Board of Education's Division of Curriculum and Instruction and particularly Elliot Salow, Interim Acting Director of the Social Studies Unit. We appreciate the Board's generosity in allowing us freely to utilize material from what is now the official 10th grade curriculum, and from the Health and Nutrition sections.

We have also been fortunate in receiving help from a number of organizations whose own struggle against hunger deserves continued support by the public. UNICEF, Global Perspectives in Education, Church World Service, Oxfam America, CARE, the Hunger Project, the International Community Leadership Project, and many more provided us materials, advised us on content, and encouraged us in every way. We are also grateful to organizations in various parts of the country that have given time and effort to introducing the program into their local districts: the McKesson Corporation in San Francisco and The End Hunger Network in Los Angeles are two of these. We especially appreciate the help on both curriculum preparation and distribution we received from Helen Seidler and her development education staff at CARE. And without the hard work of a host of volunteer professionals in New York City and Washington, D.C., we would have had far less imaginative material to offer the students.

Funding for this program has come from several sources. U.S. A.I.D. has provided us with two consecutive development education grants, has cooperated with us in every way, and guided us since the fall of 1982. We also received grants from the Greater New York United Way and from the J & M Foundation in New York for the 1982-3 year. The opening section of the curriculum was designed as a contribution to Impact on Hunger by the firm of Kirchoff/Wohlberg Inc. Typesetting was contributed by Typographic Art of Hamden, Connecticut. Drawings were contributed by Arvis Stewart and Philip Goldstein.... To all of these we offer our heartfelt thanks.

Finally, we wish to acknowledge the advice and support of Impact's executive director, Steve West, and the chairman of our board, Paul Feyereisen.

To The Teacher

There are many excellent curricula around to help in the task of educating students on world hunger. This one is the beneficiary of those that came before, and we hope you will look into some of the others to deepen your understanding of the greatest ongoing catastrophe in the world today: the unnecessary suffering and dying of hundreds of millions of people on this planet of plenty.

In constructing WORLD HUNGER: LEARNING TO MEET THE CHALLENGE, we have tried to keep your needs in mind. So that you would be spared the extra effort of researching the topic and preparing lesson plans, we have provided a Background Information section and devised classroom strategies in great detail. Because your situations will vary and you will want the maximum flexibility possible, we have made the strategies fairly broad within general subject areas, and provided units which leave most of the teaching process completely up to the teacher.

The format is designed for mix-and-match: if you so choose, you can use daily lessons from several units and combine them into one; you can combine lessons across disciplines for an interdisciplinary approach; the background information can be used both for your own preparation and as a source of concrete data for the students — in fact, the lessons often call for students to use that material straight from the curriculum. Every page can be photocopied.

And finally, we have sought to treat education and action as a single process. Each of the week-long units culminates in a project which can easily become a class activity to combat world hunger. In addition, we provide guidelines for creating school-wide student-action groups that design and carry out projects to overcome hunger. Our experience is that students are both willing and able to take such action.

Above all we hope to stimulate your creativity so that you find yourselves teaching more than a subject or a lesson — rather, an experience of a basic human reality that touches all of us and claims our concern and compassion.

Everything You Ever Wanted to Know About Using This Curriculum....

Objectives

Our overall objectives for student performance are as follows:

- To demonstrate problem-solving skills in the field of world hunger.
- To screen available information on hunger: its causes, nature, and possible solutions.
- To describe the nature and scope of the world hunger problem.
- To learn what sort of action would be appropriate to help end hunger.
- To be able to generate, plan and carry out action to overcome hunger out of concern and respect for those who would be the recipients of the action.
- To be sensitive to the expressed needs of people and cultures different from that of the student.

In addition we seek to enhance the educational objectives of teachers within the various disciplines and school subject areas, so that students become more proficient in the disciplines and subject areas themselves.

How the Curriculum Is Organized

The curriculum is organized into:

1) ***A Background Information Section.*** This section is designed to be read by the teacher so that he or she will know the basics of the world hunger situation. It is also to be used — at the teacher's discretion — as a source of information for students who are able to grasp the material, and as the reference point for many of the classroom lessons in both the elementary and secondary programs.

2) ***An Elementary Program Section.*** This section contains a series of classroom strategies for special school events and holidays. These are hour-long lessons that tie together the subject of world hunger and the particular holiday the school is celebrating (e.g., Thanksgiving, Valentine's Day, etc.).

3) ***A Secondary Program Section.*** Included are three sets or series of lesson plans in each of five major subject areas: Social Studies, Health/Nutrition, Language Arts, Visual Arts, and The Sciences. Each series is divided into five steps. The five steps can be completed in five days or extended over a longer period if time is available. In each subject area, one series is for the beginning-level or younger students; one is intermediate, and one is for the older or most advanced students. Following these three series of lesson plans are suggestions for extending the classroom activities into class-action projects.

4) ***A Section on Impact Groups.*** This section focuses on the formation and execution of schoolwide student action groups — what came to be called in the New York City forerunner of this program, "Impact Groups."

5) ***A Section on Evaluation.*** We have included some simple evaluative tools for the secondary level from our New York City curriculum and offered suggestions on how to devise others.

6) ***A Resource Section.*** This section contains lists of books, films and organizations the student and teacher might wish to consult for further efforts in understanding and taking action on world hunger.

Some General Hints on Using the Curriculum

Elementary School Program:

Many of the activities suggested for school holidays could be conducted by the entire school, and not just for the one period self-contained classroom we designed it for. It is possible that you have specialists who teach the students art, music and other subjects. If so, we encourage you do adapt the lesson to this fortunate state of affairs.

Secondary School Program:

The success of this program may depend upon selecting the right unit for a particular class. We have not labelled the units either as to grade level or precise subject, so that the teacher can adapt a unit to a variety of students in a variety of subjects. The "Social Studies" units, for example, could be used in Political Science, Global History, Economics, etc. They could also be used for 7th and 8th graders in Social Studies subjects who are very advanced, or for 12th graders whose skills are junior-high level. Most of the units terminate in a project which, with only a small amount of extra thought, could be readily converted to a group action project.

Kicking Off the Program:

We suggest that you begin this program with a celebration of World Food Day on October 16 — an annual event sponsored by the United Nations and participated in by organizations around the world. The purpose of World Food Day is to bring to public attention the extent of the poverty/hunger situation in the world.

Many student groups from the elementary through university levels stage various institution-wide events to call community attention to the issue. Corporations publicize the day, media report it, and governments around the world give official recognition to the celebration.

In 1982, the New York City high schools held a "Hunger Awareness Week" which featured a model United Nations session with the students taking the role of delegates. This and other similar mock sessions could be replicated anywhere. Many schools hold educational assemblies with films and speakers, ethnic food fairs, and symposia.

For more information about World Food Day and what organizations in your community are doing about it, contact:

U.S. Committee for World Food Day
1776 F Street NW
Washington, D.C. 20437

A Final Word

You are not alone. There are teachers, entire schools and even whole school districts using this and other hunger curricula all over the country — not to mention Canada and Europe. You are actually part of a movement that cuts across all socioeconomic barriers in enlisting the help of our most valuable resource — our young people — in combatting, and finally ending hunger, our most critical human problem.

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1 Who Is Hungry?

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The world is, economically speaking, two worlds — one rich, one poor; one literate, one illiterate; one industrial and urban, one agrarian and rural; one overfed and overweight, one hungry and malnourished; one affluent and consumption-oriented, one poverty-stricken and survival-oriented. In the rich countries, life expectancy at birth closely approaches 70; in the poor, huge numbers do not survive infancy.

—Lester R. Brown and the editors of *The Futurist*

Who Is Hungry: Vital Statistics

Estimates of numbers affected by hunger and hunger-related illness vary, but a generally accepted figure is that 750-800 million live in desperate poverty and suffer from chronic malnutrition. This constitutes about one-fifth of the total population of the earth.

- About 15-20 million die each year from hunger-related causes. That breaks down to 40,000 a day, three-quarters of whom are children.
- Approximately 325 million people on the Asian continent are undernourished.
- Of the c. 800 million malnourished, 90% live in rural areas, 20% are children, and nearly 40% are pregnant and nursing mothers.

The North/South Map of the World*

Key:

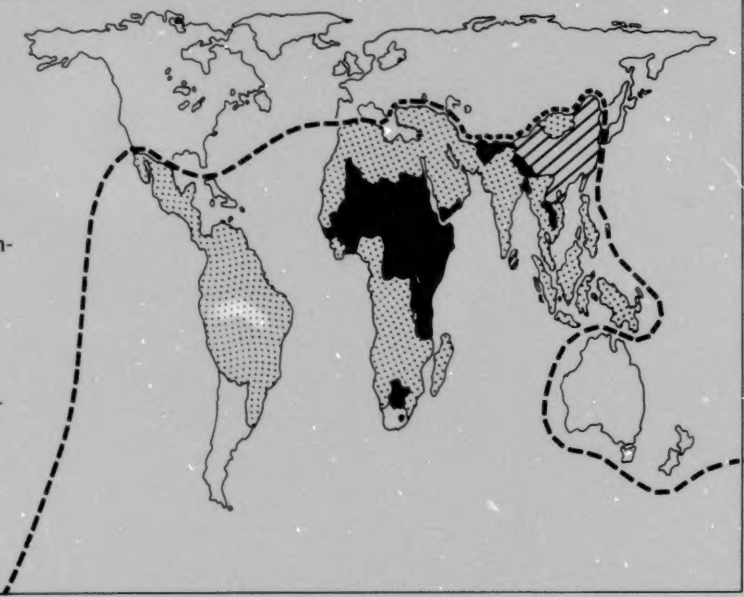
■ Least Developed Countries: extremely high levels of poverty and hunger.

▦ Other developing countries with a high incidence of poverty and hunger.

▨ China and Sri Lanka, which have eliminated hunger but are still very poor.

☐ Developed countries with low but significant hungry and poor populations.

- - - The North-South line that divides the world into developed and developing countries.



The vast majority of the hungry are destitute people living in the countryside in what is usually called the *South* or *"developing"* world. A small but not insignificant number live in the *North*, or *"developed"* world. The hungry are both *mal*-nourished and *under*-nourished.

North/South: North/South is a division of the world into rich countries (mainly in the northern hemisphere), and poor countries in the southern hemisphere. The North includes North America, Europe, the USSR, Japan, Australia and New Zealand. The South includes most of Asia, Africa and Latin America.

Developed/Developing: The developed countries are industrialized, have a high gross national product (GNP), are literate and have the basics for survival. The developing countries have high birth and infant mortality rates, low literacy, and an insufficient per capita income for basics.

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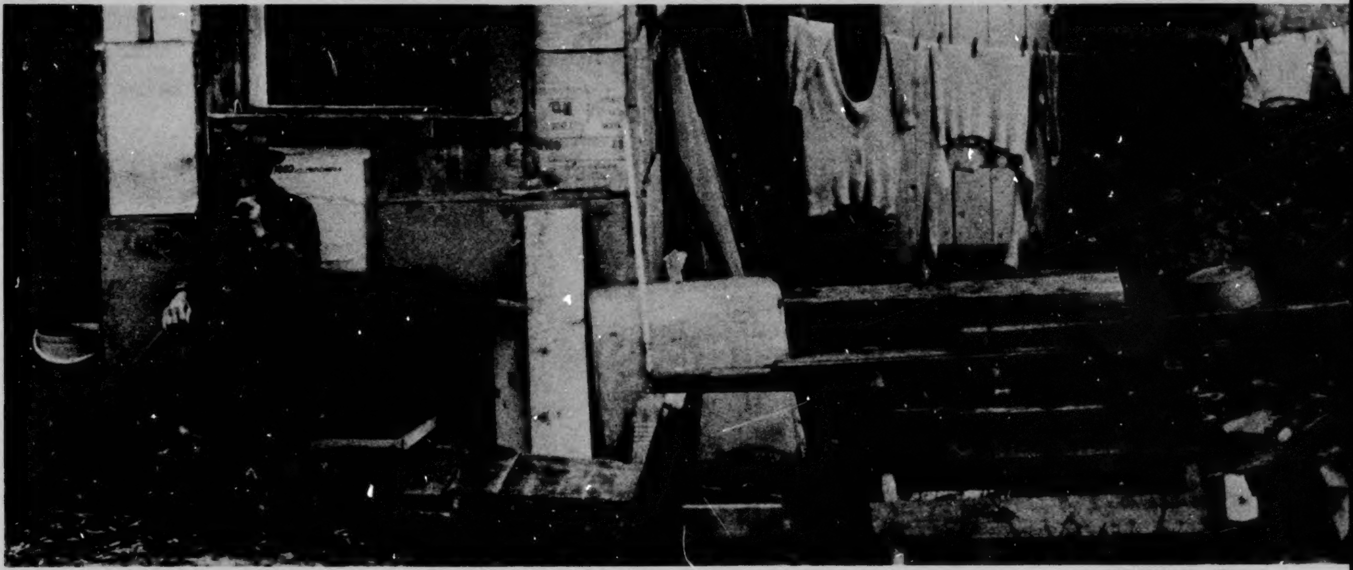
*This map is based upon the Peters Projection which more accurately reflects the relative proportions of the land areas than the familiar Mercator Projection.

Under- and Mal-Nutrition: Malnutrition is a state resulting from a diet lacking the nutrients — vitamins, minerals and proteins — vital to proper health. It is possible to have consumed enough calories and still be malnourished. Undernutrition is a condition in which both quantity and quality of food is inadequate. Without the proper caloric intake the body will begin to feed on its own tissues.

Hunger In America



United Nations Photo

In 1981 Loretta-Schwartz-Nobel published *Starving in the Shadow of Plenty*, an in-depth look at hunger in America. She shocked many people when she revealed that the starvation diseases thought only to exist in the developing world were increasing and could be expected to grow in number and severity.

As of 1983, approximately 34 million Americans are below the poverty line: over 13% of the population. The June 1983 report of the U.S. Conference of Mayors cites the following statistics: in eight major American cities, 15% of the people are below the poverty line; requests for food assistance increased from between 75% to 222% in one year; in New York City alone there are 200 food kitchens and pantries operating at full capacity.

Of the poor and hungry in America…

- 30% are black
- 40% are children under 18
- 50% are families headed by women

Waste and Surplus: As of summer, 1983, the American government holds 473 million pounds of butter, 1.3 billion pounds of nonfat dry milk, and 876 million pounds of cheese in storage, a small fraction of which is given free to welfare recipients as the stores continue to mount. This food is held off the market to keep prices up. In 1977 Americans wasted 137 million tons of food — about 20% of all food produced in the country.

United Nations Photo

The Hungry in America Speak*

An elderly woman:

"I just pray to God I can survive. I keep praying I can have the will to save some of my food so I can divide it up and make it last. It's hard because I am so hungry that I want to eat it right away. On Friday, I held over two peas from the lunch. I ate one pea on Saturday morning. Then I got into bed with the taste of food in my mouth and I waited as long as I could. Later on in the day I ate the other pea."

A physician in Mound Bayou, Mississippi:

"These people are struggling day to day....I really don't know how they do it. How they survive. They live in shacks, little old shacks, right here in Mound Bayou. The water is so filthy; it's brown and the people drink it every day because they don't have anything else.... You understand I am talking about people living in places not fit for a dog to live going without food. First, before everything else, these people are hungry."

With a child in an urban slum:

"We looked in the refrigerator. The only thing there was some kind of orange liquid that had been spilled...and a single can of solidified fat. The kitchen cabinet hadn't one item of food. 'Are you cold?' I asked. 'No' said a nine year old girl....'Are you hungry?' 'No.' 'When did you last eat?' 'We're not hungry,' she said deliberately. 'Does your mother have food?' 'Yes,' she said, 'she does.'"

*From *Starving in the Shadow of Plenty*

United Nations Photo

2 Why Are They Hungry?

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The village... is a condition of desolation; it could pass for an archaeological ruin, except that it is still lived in.... The streets are full of refuse.... Two carpets, soft and of beautiful design with red, blue and yellow flowers, have just come off the loom and lie in the open in the shade of a mango tree, ready to be taken to the company's godown (warehouse).

"May I come in?", I asked the wife of Shridhar, Master weaver.

She is young, with a sweet round face which she covers partially. The red cotton sari which she wears, though it has many holes and patches, sets off her pale skin rather well.... Her small single room has a kutcha (dirt) floor, uneven and broken. There is no carpet, no furniture — not even a cot.... In another corner opposite there is a stone chakki (flour mill).

"You work on the chakki?"

She nods and then with eyes still downcast she murmurs in a very low whisper: "I can work on it only when there is something to grind."

"Why? Doesn't your husband bring you everyday at least some grain to grind?"

She looks up fully for the first time. Her black eyes, thickly fringed with long curling eyelashes, are brimming with tears. She shakes her head, and a tear rolls down her left cheek. She turns her head and covers her face.

—Kusum Nair, Blossoms in the Dust

The Causes of Hunger

The fundamental reason that people are hungry is that they are poor and lack the power to participate in the decisions...that could enable them to relieve their hunger and improve the quality of their lives.

—North/South Roundtable
Paper 6: Food Security

United Nations Photo

United Nations Photo

It is true that hunger exists because people do not have enough to eat. But there is more than enough food already produced on the planet to provide the basics of nutrition and sufficient calories to every human being on earth.

The Real Problem is Poverty.

Living in poverty means that hundreds of millions of people are shut out of the economic systems — local, national and international — through which all the basics they need are channeled. It means they cannot afford to produce or purchase enough food. And it means that unless the poverty is relieved, the hungry will continue to suffer and the problem will grow steadily worse.

But what accounts for such widespread and severe poverty and hunger in a world of abundance? These conditions have been caused, and are perpetuated, by a number of interrelated factors. They can be divided into two major categories: a) Human Institutions; and b) Public Attitudes.

Human Institutions

United Nations Photo

1. ***Colonialism.*** Colonialism is less a current cause of poverty and hunger than an historical one; it produced effects which even today affect millions of people in developing areas. A common colonial pattern was to seize small land holdings in the colonized areas and create large plantations and ranches. Colonists hired the native population at low wages to produce "cash crops" (crops marketed among wealthier people to produce cash for the land owners). Cultures were disrupted and traditional food production and eating practices destroyed. As the Brandt Commission points out in *North/South: A Program for Survival,* the de-colonization process left a great vacuum within many developing countries: though traditional processes had now disappeared, nothing had been built in to replace it. Thus many people remained without either the land to produce food or the know-how necessary to feed themselves in a post-colonial era.

2. ***Weak Infrastructure.*** "Infrastructure" refers to the support system by which society's basic needs are met and maintained. For adequate food to be available in any nation, there must be support systems for the farmer — including credit, technological assistance, water for irrigation, and ways to get the food to the consumer. The consuming public requires physical access to the food and a means of guaranteeing that basic nutrients are available. Poor peoples and countries have not been able to get far enough ahead financially to build the physical and social support system they need. Money has either been too difficult to earn or has been spent on other things deemed important at the moment.

Lack of infrastructure also makes a natural disaster even more of a catastrophe. Without storage and distribution systems, people who have been struck by natural disaster have no bulwark against starvation, nothing to tide them over the crisis, and nothing to help them pick up the pieces and begin again to produce their own food.

United Nations Photo

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3. ***Insufficient Health Care and Sanitary Facilities.*** Impoverished people often have poor or scarce water, a lack of health care assistance, and few sanitary facilities. All three require a well-developed infrastructure and an adequate economic base of support — things the poorest societies cannot afford. Hunger and malnutrition go hand-in-hand with inadequate water supplies, want of medical help and a bad sanitation system. Contaminated water causes diseases which can seriously weaken and finally kill someone who cannot receive medical care; parasites in impure water can consume up to 20% of the food eaten, food a poor person cannot replace. In unsanitary surroundings epidemics abound, and both food and water become contaminated. People weakened by untreated malnutrition or disease lose the capacity to help themselves or their children, or to make the effort to provide themselves with enough of the right food to thrive.

4. ***Limited Educational Opportunities.*** People who have a high standard of living are people who have had educational opportunities. Education can replace traditional skills lost as traditional societies are forced to change and modernize; it provides both the understanding and ability to correct practices which are harmful to well-being; and it opens the door to work which can be both meaningful and financially rewarding. Poor and hungry people cannot afford to establish the very educational opportunities they need to improve their own lives. Thus they continue nutritional practices which are harmful, remain stuck in jobs that are both backbreaking and demeaning, and remain ignorant of food production methods that are efficient.

CARE Photo

5. ***Inappropriate or Outmoded Food Technology.*** Food production technology is often as primitive in some parts of developing countries as it was centuries ago. Tools, hearty seeds and hybrids, fertilizers, pest controls, water pumps for irrigation — all these are beyond the financial reach of hundreds of millions. Tools that would make it easier for women — the primary food preparers — to grind grains; cooking methods that would replace the scarce firewood and dung which are used to generate heat; field equipment to work the land without damaging it — all are needed by the poor. Because of poor technology in food storage, an estimated 40% of crops stored in the developing world perish, ruined by rodents, rot and moisture. Inappropriate technology — whether imported from the developed world or created closer to home — can disrupt sound consumption practices or alter the ecological balance in the area so that the problem becomes worse instead of better.

Steve Maines

United Nations Photo

6. ***Maldistribution of Food Resources.*** There are food surpluses in some areas of poor countries, but they tend to remain accessible only to the wealthy. In rich countries, food stored for economic reasons remains unavailable to the poor so as not to disrupt the supply-and-demand market system. Many hungry people work on farms that produce an abundance of food; but the worker is a tenant farmer, and receives only enough for the family's basic needs during the growing season. This means the family cannot afford to produce the income to buy any surplus food that might be available during the off-season between harvests: the family has little or nothing to spend, and the food is expensive. On the other hand, subsidized imported food can make food prices so low that a local farmer cannot sell a crop for a reasonable price and thus goes hungry in the off-season. Finally, food provided as food aid can find its way to urban areas or into the hands of those whose needs are far less than the poorest and hungriest.

7. ***Militarization.*** In developing as well as developed countries, national resources are spent on the military and on armaments, resources that are not, therefore, available to meet basic needs in *any* country. The proportion of the available national wealth spent on arming the country and carrying out military activities is often high enough to interfere with providing essential services to the people. The Brandt Commission estimates that for the price of a modern tank ($1 million) storage facilities for 100,000 tons of rice could be improved, or 1000 classrooms for 30,000 children could be built. They also point out that one-half of one percent of the world's military expenditure in one year would pay for all the farm equipment needed for food-deficit, low-income countries to approach self-sufficiency by 1990.

8. ***Economic Factors.*** Local economies in developing countries, and in poor sections of developing countries, are affected by both national and international economic factors. National policies can dictate whether farmers will be extended the credit they need to buy land or plant crops, and whether infrastructure and supportive social systems will be provided. International policy can affect the price of the farmer's crop if the crop is one of those imported or exported through the international market. Most cash crops are traded by multinational corporations on a profit-making basis, and pricing is usually most influenced by what developed countries will pay. Developed countries are also lending countries, and are owed enormous amounts of money by developing nations. Even paying the interest on these gigantic debts takes such a large share of a poor country's wealth that food programs must go without support, and farmers are driven to resort to cash cropping so that a hungry country can *export* the food it grows to earn badly needed income.

9. ***Politics.*** Many of the causes of hunger stemmed from, and are perpetuated by, political decisions. Some developing countries have corrupt governments whose priorities do not include an all-out effort to provide the people with the basics for survival. Other governments — developed and developing — are so involved with ideological struggle they pay little attention to the hungry. Political decision-making has determined how the world economy shall be run; where the world's resources shall be distributed; and whether the economic priorities shall be military security or food security. In the end, the world hunger problem is most basically political, for it is the political structures that determine who shall be poor and, therefore, who shall eat.

Public Attitudes

Many of the attitudes that contribute to the continuation of world hunger grow out of misperceptions and are based upon myths that have gained general acceptance as truths. Once the truth is known, people are usually willing to change their attitudes and involve themselves with the struggle against hunger.

Some of these myths and truths are:

Myth:

There just isn't enough food produced in the world to feed everyone.

Truth:

In 1981 world production of cereals alone was over 1.5 billion tons, enough to supply the entire world population with two pounds of food a day. This, with the current production of vegetables, fruits, nuts and meat is enough to supply each man, woman and child with 3000 calories per day — equal to the consumption of an average American. There *is* enough food; the problem is that some people cannot afford to compete for, and pay the price of, available food. It is a matter of poverty and distribution, not production.

Myth:

Hunger is caused by famine and natural disasters which cannot be controlled by humanity.

Truth:

Most hunger is not the result of famine or disaster. These recurring conditions are devastating, but they are the cause of only a small portion of the hunger problem, even though they tend to be the most publicized portion. People could still eat when famine and natural disaster occur if they had enough food in storage nearby. Furthermore, some famines are in fact man-made. For example, wars and revolutions often produce famine and mass migration of refugees. Primarily, hunger results from chronic undernutrition; people lack access to enough food or the food lacks sufficient nutritional value.

Myth:

Hunger is the result of overpopulation; if people had fewer children they would not end up hungry.

Truth:

Hunger is not the *result* of overpopulation: it is the *cause* of overpopulation. Hungry and malnourished people are physically weak; their productivity is low and their life expectancy short. To produce enough food or money to buy food, they need to have help; they cannot afford to hire help so they must have enough children to provide the basics for survival. When people have enough to eat — which happens when the living standard increases — they spontaneously decrease their birth rate; today's developed countries with their low birth rate were yesterday's developing nations with a high birth rate.

Myth:

The world hunger problem exists because people do not know how to use existing food technology; if they can learn to use our technology they will be able to feed themselves.

Truth:

Technology is but one element in ending hunger and its use must be viewed in light of its effect upon people. Only insofar as food technology is appropriate to the social, political, economic and environmental needs of the people it aims to help, will it make a positive difference. Some technologies improve food production but make other conditions worse; others work very well in one set of circumstances, but when transferred to another set, cause more harm than good. American technology cannot be transferred wholesale to less developed nations. Some aspects may be adaptable, but what is most needed are technologies designed for specific peoples and specific food-growing environments.

Myth:

We need to take care of our own hungry and poor people in America first before we try to help anyone else.

Truth:

Actually there is no reason whatever that we have to choose between helping "us" and helping "them." Both domestic and global hunger are blights upon humanity; both cause immense and unnecessary suffering; and both must be tackled simultaneously if the world is to prosper. The resources are ample, if we decide to put the hungry — wherever they are to be found — first. Whether one assists an American or Third World citizen who is hungry will depend upon what seems most important to the individual at the time, upon available resources, and upon one's skills. In an interdependent world the good done for any part will benefit the whole, so *any* effort to end hunger is a contribution to everyone.

Myth:

The individual cannot affect the world hunger situation; only governments can make the needed changes.

Truth:

In all countries it is the individual citizens who collectively hold public power. In countries that adhere to democratic principles it is much easier for that power to be expressed. This ability to influence and participate in public policymaking gives each of us the responsibility to act. Not only do we have the power to influence the course of events, but the obligation to exercise that power. Recent history shows what individuals working collectively can do to affect policy. Movements begin with the commitment of individuals; an individual commitment to eliminating world hunger is the most essential ingredient in producing change.

Why Are They Hungry?

> *Hunger threatens life, violates the human person, and insults human dignity; yet hunger continues. Hunger is a man-made phenomenon; human decisions caused it, human decisions perpetuate it, and human decisions can eliminate it — not instantly, but within a reasonable time, certainly by the end of this century. To bring this about, the focus…must be widened beyond its preoccupation with technology and production and moved toward the conviction that it is people who matter.*
>
> *—North South: A Program for Survival*

3 What Does Hunger Do?

United Nations Photo

Refugee Mother and Child

No Madonna and Child could touch
that picture of a mother's tenderness
for a son she soon would have to forget.

The air was heavy with odours
of diarrhoea of unwashed children
with washed-out ribs and dried-up
bottoms struggling in laboured steps
behind blown empty bellies. Most
mothers there had long ceased
to care but not this one; she held
a ghost smile between her teeth
and in her eyes the ghost of a mother's
pride as she combed the rust-coloured
hair left on his skull and then —
singing in her eyes — began carefully
to part it...In another life this
must have been a little daily
act of no consequence before his
breakfast and school; now she
did it like putting flowers
on a tiny grave.

By Chinua Achebe
—from Christmas in Biafra
and Other Poems

20

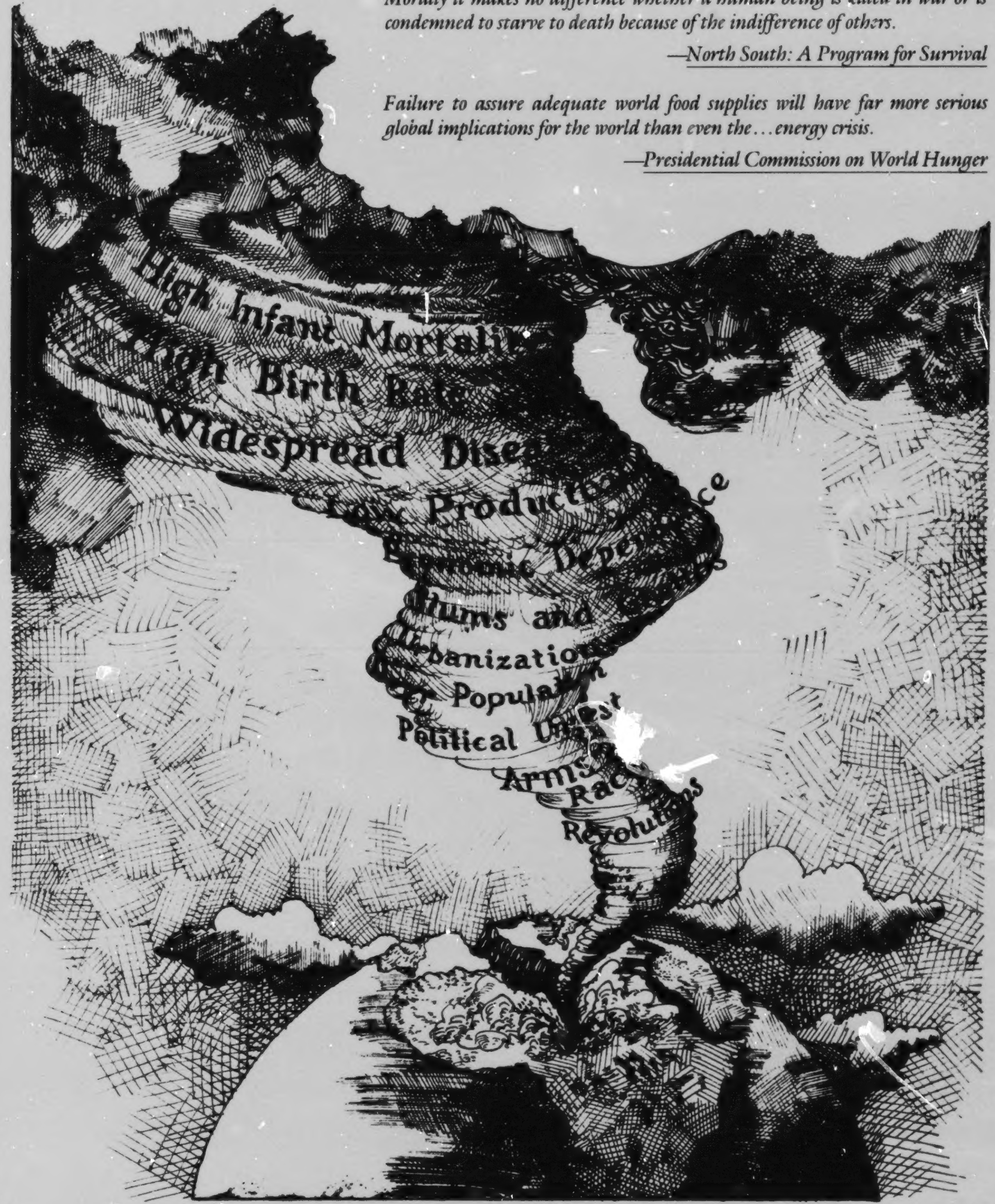
What Hunger Does to the World

History has taught us that wars produce hunger, but we are less aware that mass poverty can lead to war or end in chaos. While hunger rules, peace cannot prevail. He who wants to ban war must also ban mass poverty. Morally it makes no difference whether a human being is killed in war or is condemned to starve to death because of the indifference of others.

—North South: A Program for Survival

Failure to assure adequate world food supplies will have far more serious global implications for the world than even the . . . energy crisis.

—Presidential Commission on World Hunger


High Infant Mortality
High Birth Rate
Widespread Disease
Low Productivity
Economic Dependence
Slums and
Urbanization
Population
Political Unrest
Arms Race
Revolutions

What It Is Like to be Hungry

"Hunger came back, gnawing me in the chest, sending sudden shouts and delicate pinpricks that hurt.... I was bitterly hungry and didn't know what to do with my exorbitant appetite. I writhed about on the bench, and pulled my knees up against my chest as hard as I could.... The pains of hunger were unbearable, and never let me alone. I swallowed spit over and over to take the edge off, and I felt it did some good. I had very little to eat generally for several weeks... and my strength now was falling off noticeably.... My back and shoulders bothered me most; the small ache in my chest I could stop for a moment by coughing hard or walking carefully bent over, but my back and shoulders I couldn't do anything with. Didn't I have the same right to life as anybody else...?"

—Knut Hamsun, *Hunger*

United Nations Photo

What Hunger Does to the Body

"What happens when a human being starves to death? A 150-pound man in a northern country needs approximately 3000 calories a day; a 125 pound woman or a 6 year old child need about 2000 calories per day.... When food intake drops below energy expenditure, the body must draw on its own tissues for energy. When this energy drain continues too long, the person starves. The body burns up its own fats, muscles and tissues; kidneys, liver and endocrine systems often cease to function properly; blood pressure and pulse fall drastically; edema usually happens, skin acquires the consistency of paper; abnormal

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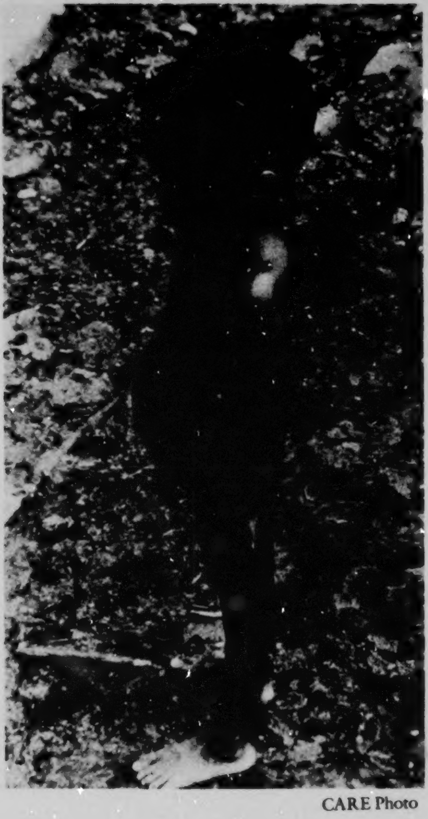


CARE Photo

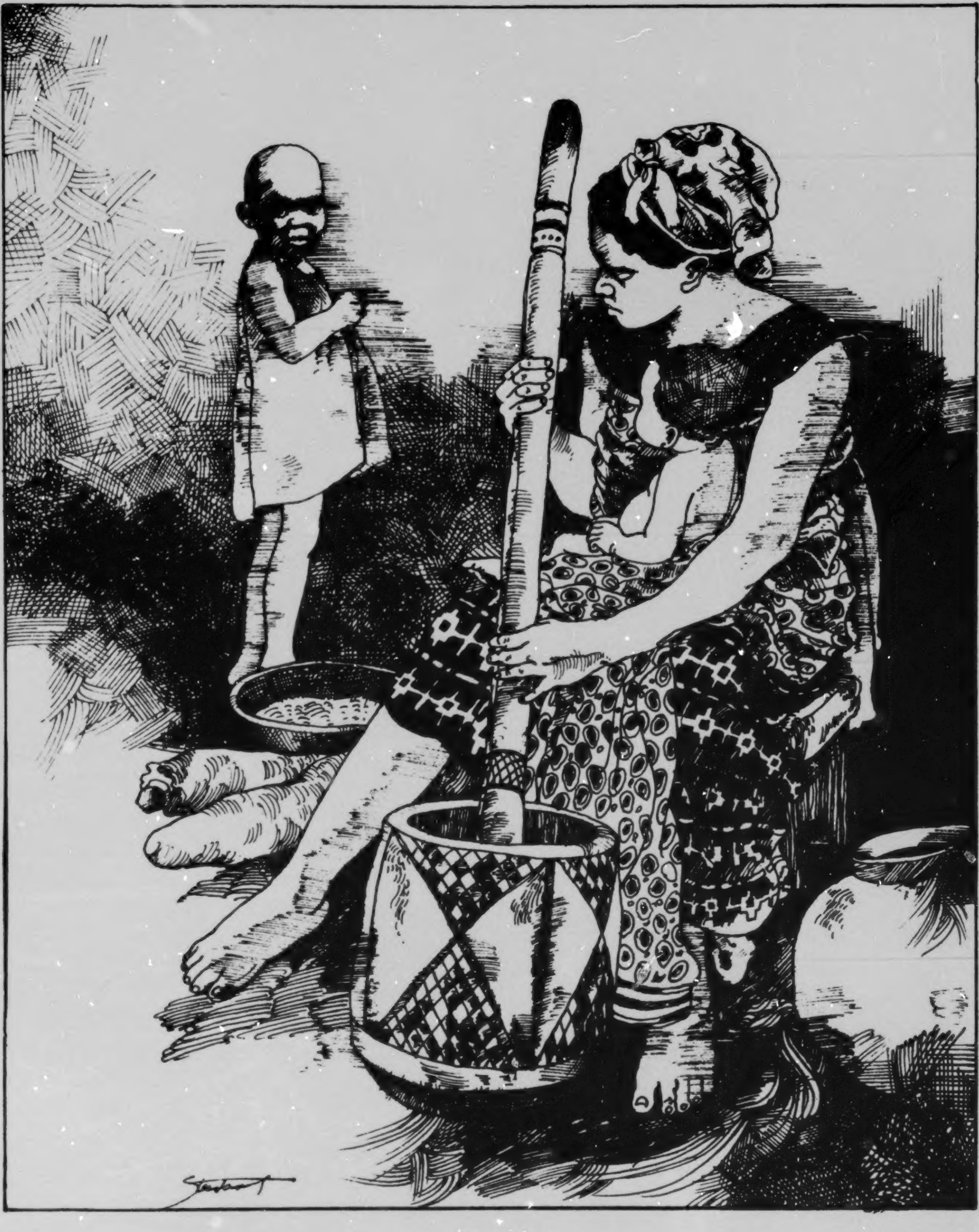
'lanugo' hair grows on the forearms and backs of children; lassitude and confusion set in so that starvation victims often seem unaware of their plight…and the body's immunological defenses drop…. Once more than 40 percent of body weight is lost, death is virtually inevitable.

Adults can recover from near starvation. Children are permanently damaged. No amount of vitamin D can straighten bones damaged by rickets. Eighty percent of human brain growth occurs between conception and the age of two. Brain development cannot take place in the fetus if the mother is malnourished, nor can it take place if the infant is starving. Brain development that does not occur when it is supposed to will never take place. The child is permanently damaged by physical deformity and mental retardation with no hope of recovery."

—Medard Gabel
Ho-Ping: Food for Everyone

CARE Photo

4 Getting Enough To Eat

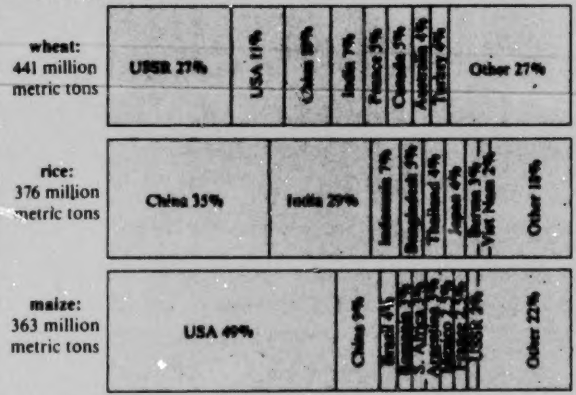


Food and Nutrition: The Facts

Food production

The world's main food crops (1979 figures)

Three main cereal crops provide the basic food for most of mankind, whether directly consumed or converted into meat and dairy produce.



Source: FAO

Food and population 1950-1980

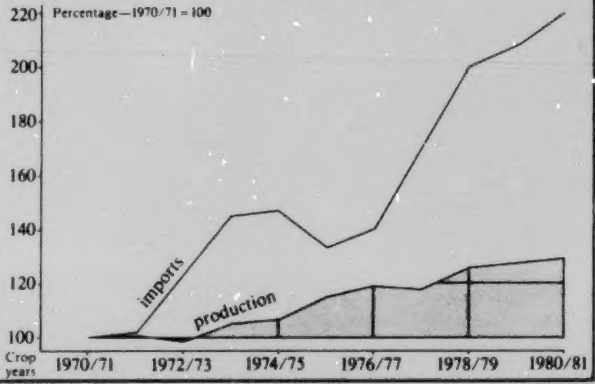
1950 to 1971 was an era of unprecedented growth in food production: yields on existing cropland were raised dramatically by energy-intensive agriculture. Since 1971, however, gains in output have barely kept pace with population growth.

Year	Population (billions)	Grain production (million metric tons)	Grain production per head (kilograms)
1950	2.51	631	251
1960	3.03	863	285
1970	3.68	1137	309
1971	3.75	1237	330
1972	3.82	1197	314
1973	3.88	1290	332
1974	3.96	1256	317
1975	4.03	1275	316
1976	4.11	1384	337
1977	4.18	1378	330
1978	4.26	1494	351
1979	4.34	1437	331
1980 (prel.)	4.42	1432	324

Source: U.S. Department of Agriculture and United Nations

Food supplies in developing countries 1971-81

Very few developing countries have met the FAO target of 4% cereal production growth per annum; some countries' production, particularly in Africa, has declined.



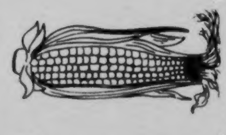
Source: FAO: Dimensions of needs

What do people eat?*

Rice

Rice is arguably the world's most important food crop: it provides the staple for 6 out of 10 people, all of them in developing countries. A cereal grass, it requires a warm climate and plenty of water to grow in. Unlike wheat and other grains, it needs no grinding and can be eaten straight from the paddy.

Maize



Maize is the world's second most plentiful cereal (behind rice, ahead of wheat). It is very versatile in size, colour, length of maturity, climatic requirements. Discovered in the New World by the early explorers, it was taken to Africa in the 16th century, where it took on widely as a staple.

Millet

Millet is unknown in the West but is an important food in Africa and Asia. It will grow in very dry soil, and therefore offers the only source of grain to many peoples living in arid and semi-arid lands. Its protein content is second only to that of wheat.

Sorghum

Sorghum, which like millet will grow in arid regions where no other cereal can be raised successfully, is ranked fourth in world food crops by some authorities. It is the leading grain in Africa; in the West it used to be grown for its sugar content and is now principally used for animal fodder.

Cassava

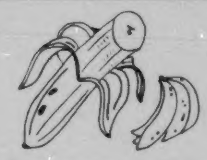
Cassava, known also as manioc, is a fleshy, starchy root crop used as a staple in parts of the developing world. It is known as a famine crop because it grows in very poor soils; but its nutritional value is among the lowest of all staple foods. Like some species of yam, cassava is toxic unless carefully prepared.

Yam

Yams, not to be confused with sweet potatoes, are the most widely eaten root crop in the world—better-known in the developing world than the potato but containing less nutritional value. Used as a staple, but at risk of protein deficiency.

Plantain

A tree-like tropical herbaceous plant closely related to the banana, which is also a staple food in many parts of Africa and the developing world. The fruit is born in dense clusters, and is pod-shaped, like cucumbers.



Soybean

A bushy legume native to Asia and extensively cultivated in China and Japan, and introduced as a high-protein crop in Africa. Its seeds yield oil, flour and meal; it is very nutritious and versatile.

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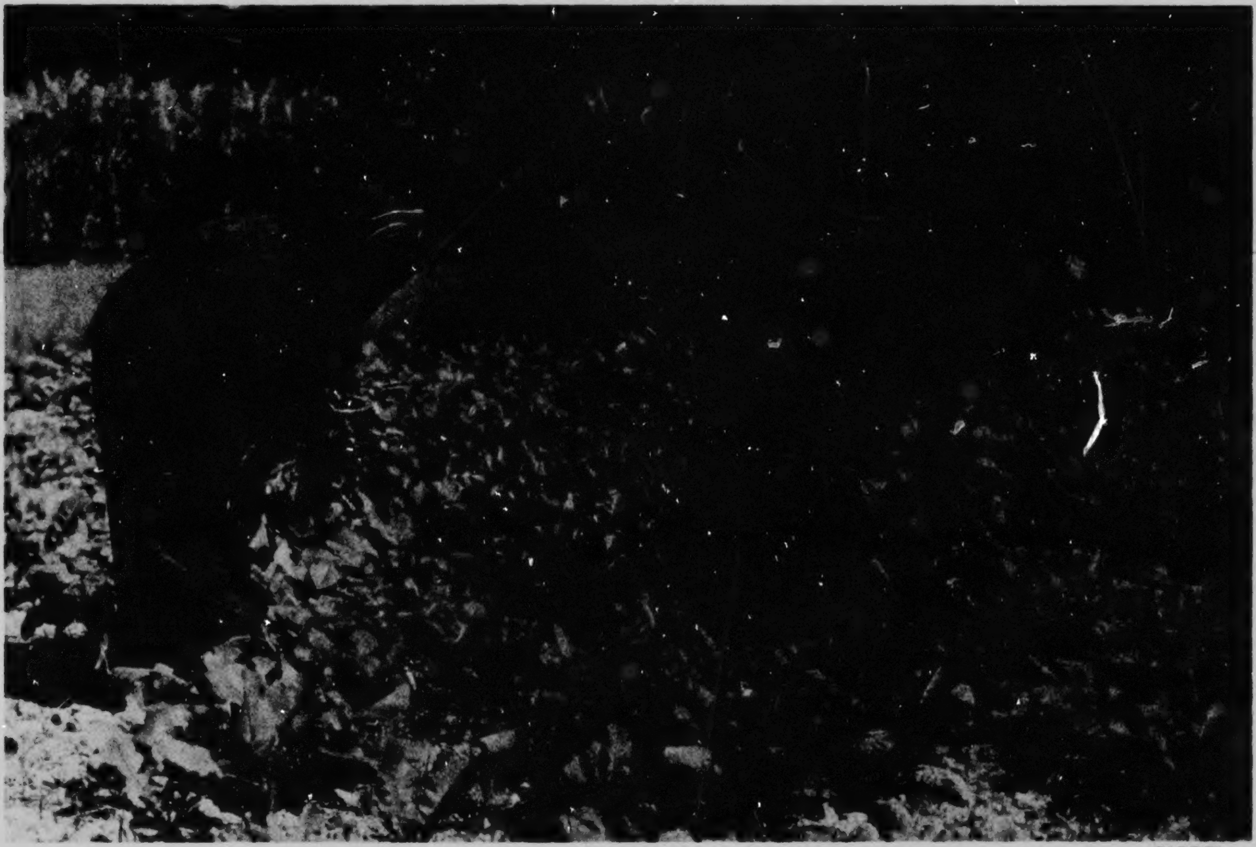
*While more wheat is grown than any other grain, the majority of the world's population does not consume wheat as a staple of its diet. The foods listed here tend to be foods most commonly eaten in the developing world.

Food Production: Three Essential Elements



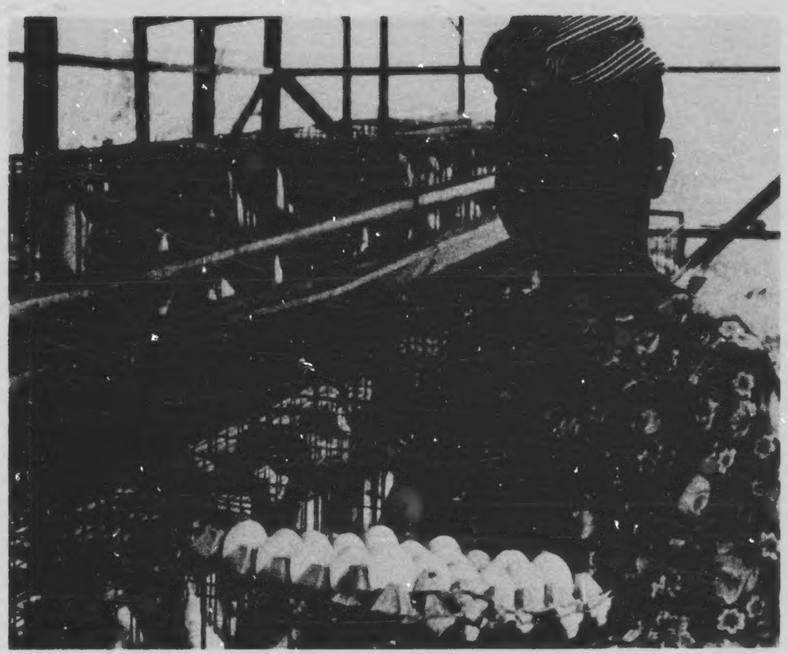
CARE Photo

1. *The Right Crop for the Right Land.*

The presence of good topsoil and a temperate climate makes crop growing relatively easy. But in areas where water is scarce, the climate is extreme, and soil conditions are poor, farming has been successfully carried out for centuries, and with help, people who live in less than ideal food-growing areas can often grow crops which thrive in these environments. Research is only beginning in developing farming strategies for the tropical areas where most of the world's hungry live.

2. *Soil Conservation.*

Plants, like people, need the proper nutrients to grow. Certain crops extract minerals from the soil; thus continually growing the same crop on the same field will produce smaller yields unless needed nutrients are replaced. Large-scale farming tends to replace nutrients with petroleum-based fertilizers which are costly, and there is growing evidence that these chemicals and heavy machinery are damaging the topsoil. The other method of replenishing the soil is organic farming. It uses methods such as composting, crop rotation, and crop mixing to keep a steady balance of nutrients in the soil. As time goes by organic farming is becoming increasingly cost-effective for small-scale farming, and may be similarly effective for large-scale farming in the near future.



United Nations Photo

3. *Livestock Production.*

Livestock production makes up a significant portion of the world's food supply. Animal protein is mainly consumed, however, by the developed world, and people in the wealthier countries eat very large amounts of meat. The three basic groups of livestock production are cattle, poultry and fish. In the North, cattle and poultry are raised on large farms using sophisticated techniques for grazing and incubating. In the South, few people can afford to produce livestock in this way and at best are able to raise a small amount of livestock for family consumption. Dairy products are staples of both North and South, though they tend to be produced and consumed in large amounts mainly in developed countries. Cattle production is heavily dependent on grain feeding and uses massive amounts of food that would otherwise be potentially available for human consumption. Fish farming is a relatively new development that may make it possible for communities without access to large bodies of water to raise fish and make fish protein a viable means of combatting malnutrition.

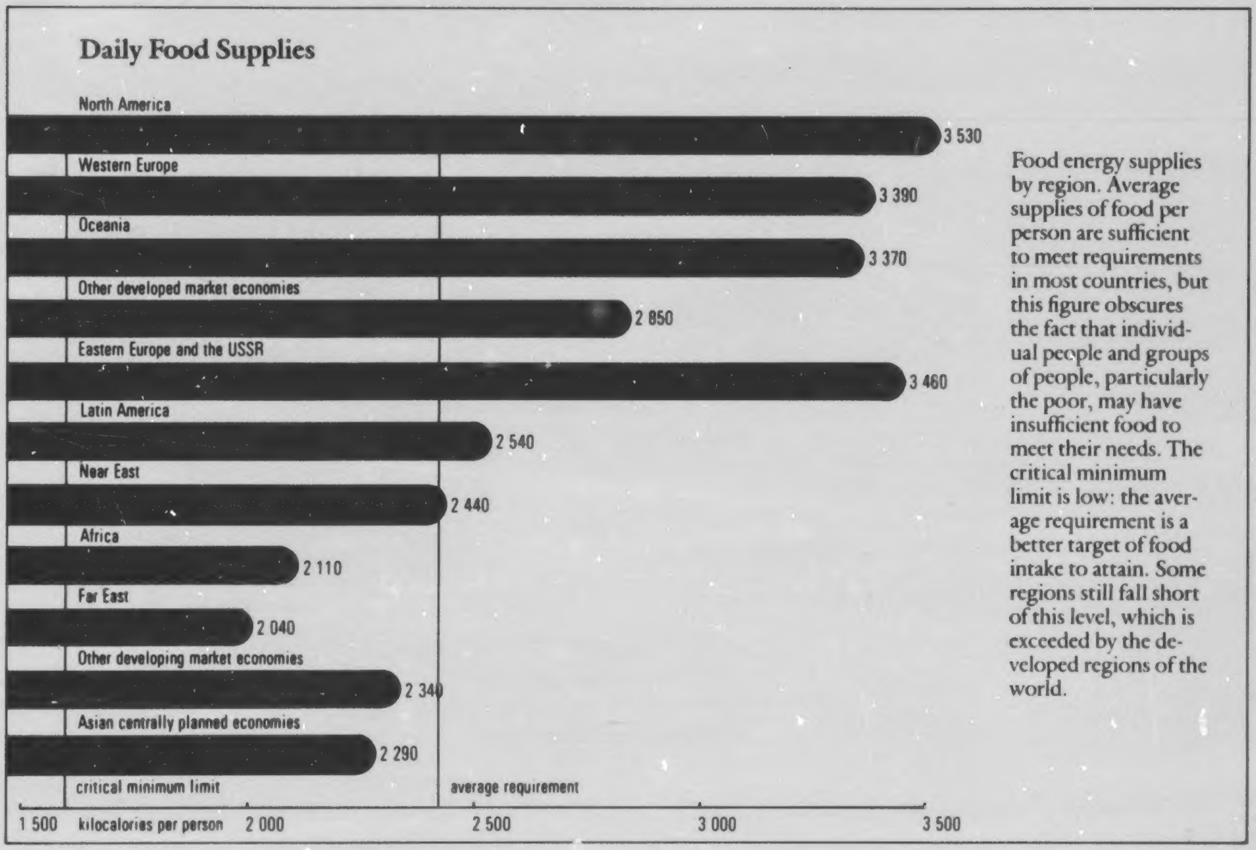
United Nations Photo

Nourishment and Health

What People Need to be Adequately Nourished:*

Human beings need about 40 different nutrients to stay healthy. These include vitamins and minerals, as well as amino acids (from proteins), essential fatty acids (from vegetable oils and animal fats), and sources of energy (calories from carbohydrates, proteins and fats). These nutrients are in the foods we in the developed world usually eat.

Most foods contain more than one nutrient. Milk, for example, provides proteins, fats, sugars, riboflavin and other B-vitamins, vitamin A, calcium, and phosphorus — among other nutrients. No single food item supplies all the essential nutrients in the amounts we need. Milk, for instance, contains very little iron or vitamin C. People should, therefore, eat a variety of foods to assure an adequate diet.



Food energy supplies by region. Average supplies of food per person are sufficient to meet requirements in most countries, but this figure obscures the fact that individual people and groups of people, particularly the poor, may have insufficient food to meet their needs. The critical minimum limit is low: the average requirement is a better target of food intake to attain. Some regions still fall short of this level, which is exceeded by the developed regions of the world.

The greater the variety, the less one is to develop either a deficiency or an excess of any single nutrient. Variety also reduces the likelihood of being exposed to excessive amounts of contaminants in any single food item. One way to assure variety, and with it a well-balanced diet, is to select foods each day from each of several major groups: for example: fruits and vegetables; cereals, breads, and grains; meats, poultry, eggs and fish; dry peas and beans such as soybeans, kidney beans, lima beans, and black-eyed peas which are good vegetable sources of protein; and milk, cheese and yogurt.

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*Adapted from the Impact on Hunger/New York City curriculum "Impact on World Hunger"

Fruits and vegetables are excellent sources of vitamins — especially vitamins C and A. Whole grain and enriched breads, cereals, and grain products provide B-vitamins, iron and energy. Meats supply protein, fat, iron and other minerals, as well as several vitamins, including thiamine and vitamin B12. Dairy products are major sources of calcium and other nutrients.

Malnutrition

United Nations Photo

Lella is a girl of seven in the urban slums of (Dakha), Bangladesh. During the last two years her eyes have been growing dim. Today she is stone blind — not by accident or birth defect but because of a lack of Vitamin A in her daily diet. For this malady there is no cure. Now sightless, Lella is looked upon by her parents as a sign of the curse of Allah. She is kept in the back room and no longer plays with other children.*

Ishmael, age four, was taken by his parents during the terrible drought last year from their two acres of parched farmland to a refugee camp...(in)...Ethiopia. Because his mother had a sparse diet when she was carrying Ishmael in her womb, and because he was not fed enough nutritious food for his first four years, Ishmael acts deranged at times, apathetic at others. He grunts instead of talking....If Ishmael lives through the current famine, he will never learn to read or write. He will be destined to become the village idiot.*

*David Burgess, "The Future of Hungry Children." *Journal of Current Social Issues,* Summer 1981.

> ***Eileen,*** a beautiful, frail, badly undernourished child of ten, was the last patient. She sat on the edge of the examining table, wide-eyed and trembling, in her filthy white-and-red polka-dot dress. Somehow she had gotten some nail polish and had worked hard at making her hands, which she kept very clean, look pretty....After she left, Dr. Gough explained that Eileen was suffering from a goiter caused by a lack of iodine in her diet.
>
> —*Starving in the Shadow of Plenty*

The Effects of Malnutrition

Poor nutrition leads to a descending spiral of physical and mental health. Some common food deficiencies and their effects are:

Too little	*Can Cause*	
protein	marasmus and kwasiorkor, undernutrition and protein-deficiency diseases that lead to death	These malnutrition illnesses lead to further effects which increase the misery and non-productivity of people: anemia, for example (affecting 500 million) produces fatigue and lethargy; goiter (affecting 200 million) reduces energy and motivation. Life expectancy drops dramatically among the malnourished: in the worst cases, to 39-50 years (compared with 72 years for well-fed people in developed countries.)
vitamin A	blindness	
vitamin B	beri-beri	
iron	anemia	
iodine	goiter	

Getting the Right Nutrition

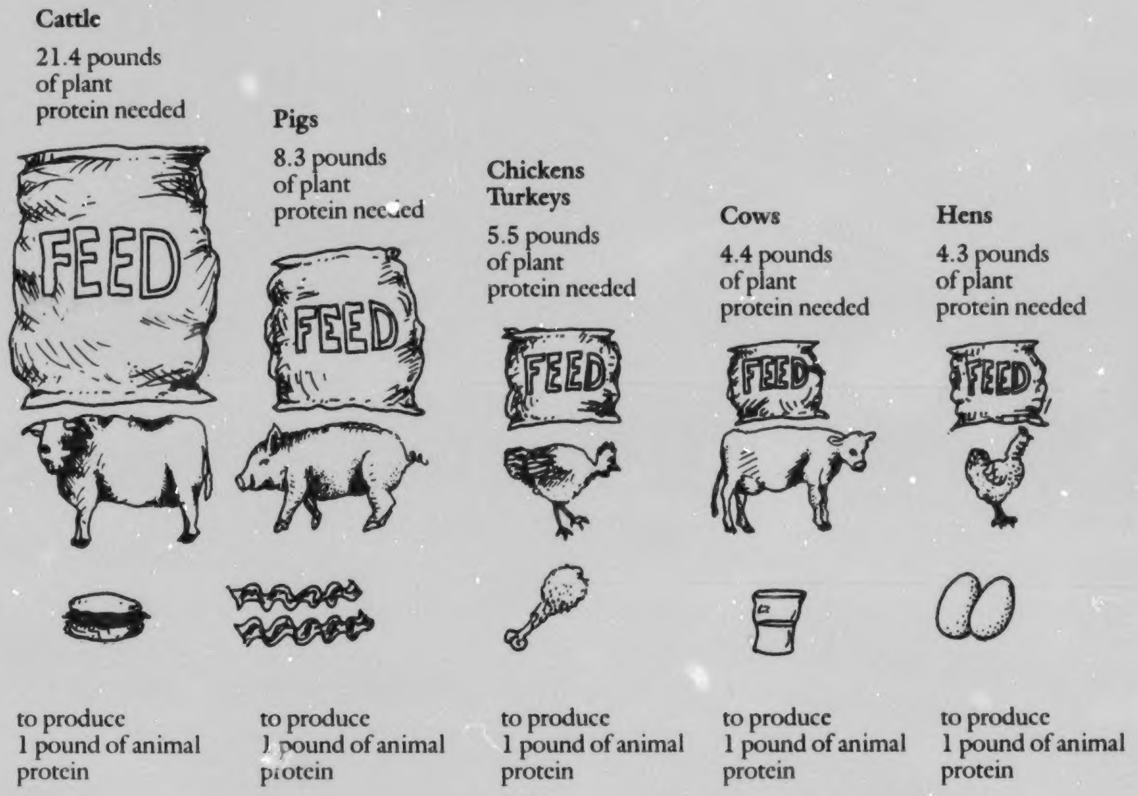
For people everywhere to get adequate nutrition, the following steps should be taken:

1. *Improving the diet of women and young children.*

What pregnant mothers eat affects the health of the child. Wherever a hunger problem exists, malnourished mothers are producing weakened children, continuing a cycle which will perpetuate poverty and hunger. Protein supplements to pregnant and nursing mothers are essential. Women also require education regarding the feeding of their children, especially information about introducing vegetables, fruits and other proteins to a baby's diet beginning at the age of six months.

2. ***Increasing consumption of proteins that are lower on the food chain.***

The Protein Machine*


Cattle
21.4 pounds of plant protein needed
FEED
to produce 1 pound of animal protein
Pigs
8.3 pounds of plant protein needed
FEED
to produce 1 pound of animal protein
Chickens Turkeys
5.5 pounds of plant protein needed
FEED
to produce 1 pound of animal protein
Cows
4.4 pounds of plant protein needed
FEED
to produce 1 pound of animal protein
Hens
4.3 pounds of plant protein needed
FEED
to produce 1 pound of animal protein

3. ***Producing vegetables and fruits locally.***

Insofar as it is possible, crops should be consumed in the same general area in which they were produced. Shipping foods large distances to the consumer requires refrigeration, good roads, a sturdy infrastructure, and a high capital outlay. Even so, costs to the consumer are increased while profit to the producer decreases, and fruits and vegetables lose valuable vitamins during the shipping process. Local production — which may be on the family garden or farm, in community plots or area cooperatives — aimed at local consumption is usually desirable; it is crucial in developing countries. Agricultural technology has reached the point where very small pieces of land can, by using techniques which regenerate the soil, yield large quantities of food. Hydroponic growing (growing food in mineral-enriched water) can be utilized when poor soil is the problem.

*Adapted from the Impact on Hunger/New York City curriculum, "Impact on World Hunger"

Processed Foods and Processing

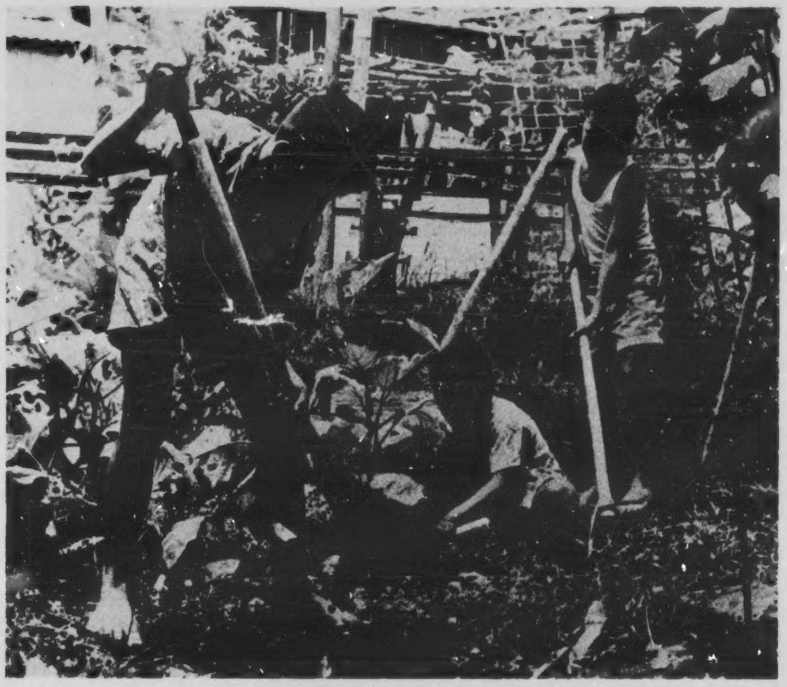
Processed food is any food that is altered from its original state. Therefore, almost all grains and meats are processed in some way before eating. Sometimes this is done in a very simple manner such as milling or grinding wheat into flour, while at other times it is an in-depth process of adding chemicals, salts, sugars, food colorings, and much labor and energy. This is usually done in order to meet acquired tastes and to preserve the food for better shelf life.

Most processing of foods headed for the market is done in the developed world. There are generally high import tariffs imposed on processed foods coming from the developing countries into the Northern nations.

People in the North also tend to eat foods that are more heavily processed than do people in the South. This is due in large part to the way food is acquired in the developing countries. Our food is generally bought at a supermarket, which is just the final link in our lengthy food chain. Rural farmers in the developing world (and to a considerable extent in the developed world) tend to eat what they produce; hence their processing is less extensive and more basic.

There are many non-essential items that are processed in the developed countries and then marketed in the developing countries, items which have little or no nutritional value and have a questionable impact on the local health and economy of the people.

Scientific studies have raised significant questions about the effect upon human health of the extensive processing which is so typical of Northern nations, and there is much to learn from rural people — in the United States and in the developing countries — about the virtues of foods only minimally processed.



5 What Is Being Done About Hunger?

CARE Photo

The War On Hunger

Approximately 90% of all efforts to overcome hunger and poverty are being carried out by hungry and poor people themselves. They are being assisted by the governments of developed nations, by international agencies, by private voluntary organizations from both North and South, and by concerned groups and individuals. The war on hunger is being waged locally, nationally and internationally. And it is being directed toward short-term and emergency relief as well as toward long-range permanent solutions.

In the United States a major effort is building to educate and involve the public in the war on hunger — through television, school programs, advertising, networking, and the production of special events that call public attention to the issue. Many of America's major institutions — the Congress and government agencies, churches, educational institutions at all levels, private voluntary organizations, the entertainment world — are involved in some way with the problem of world hunger, and the media more and more offer extensive coverage of the problem and the attempts to solve it.

What follows are some case studies in what is a broad-based and serious effort to intervene in the hunger/poverty cycle. They are only examples of the compassionate and competent work underway by dedicated people. Many more are easily discovered and still more efforts need to be developed if hunger is to become part of history rather than an increasing blot on our global future.

United Nations Photo

Self-Help Projects

The Federation of Southern Cooperatives:

The Federation of Southern Cooperatives was founded in the southern United States in 1967 with a grant of $15,000 which made it possible to bring together 22 co-ops. Today the FSC includes 130 cooperatives and credit unions from 14 southern states, with a total membership of 30,000 families.

In addition to teaching farming techniques and conducting agricultural research, the federation offers courses in management, accounting and marketing. It also provides health care programs, education programs, legal aid, and economic assistance. The organization has helped black and low-income families retain ownership of their farmland. The Federation's membership is primarily black but also includes whites, chicanos and native Americans; the average income of member families is below $2,889 per year.

United Nations Photo

The Communidad por Los Ninos:

The Communidad por Los Ninos in Colombia was established in 1980 as a community-based organization with the health and welfare of children as its chief concern. It includes a demonstration farm of 20 acres. The farm tests, demonstrates, and provides practice in techniques such as:

- micro-hydroelectric generators, used for lighting and cooking
- bio-gas generators, used to produce fertilizer and cooking gas from pig manure

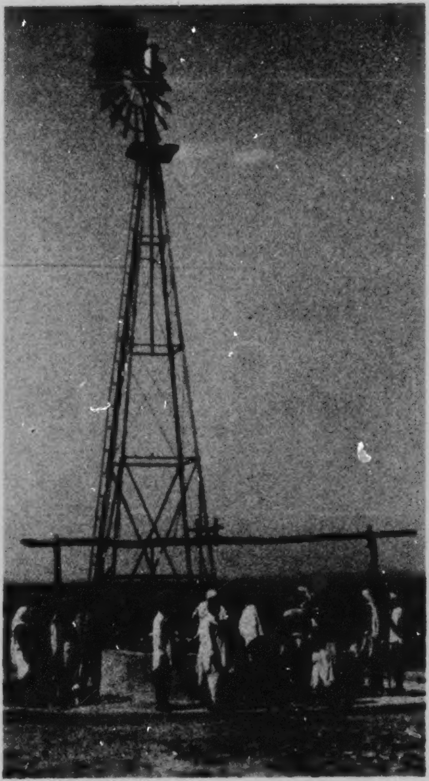
- a fish farm using hand-dug ponds which can produce 150 times more edible protein per hectare than grazing land
- beekeeping
- hillside terracing to reduce erosion and create productive gardens.

"In addition to a rise in community feeling, we have seen the practical intelligence of the local people bring forth ideas and plans that crystallized into concrete projects."

—Alvaro Villa, Communidad por Los Ninos

Maharashtra State Entitlement Program:*

In this example, an entire state in a hunger-ridden area has taken upon itself the task of guaranteeing its inhabitants work, cash or wheat so that everyone can eat, thus providing "entitlement" to food. Unemployed and underemployed rural workers are assured jobs in public works projects near home — jobs in irrigation, land improvement, road construction, and forestry. If work is not available, cash and wheat are provided. From 1973-1978, the program led to a 32% decrease in unemployment. Ninety percent of those employed were below the poverty line, and women had the opportunity of earning higher wages than usual.



United Nations Photo

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*Adapted from a case study in the *North-South Roundtable Paper #6*

Voluntary and Charitable Organizations

Meals on Wheels

Senior Gleaners:

Most Americans are familiar with the domestic hunger work done by such voluntary and charitable organizations as the Salvation Army, United Way, Meals on Wheels, the Second Harvest network of food banks, and so on. One perhaps less familiar is Senior Gleaners, an organization of Senior Citizens whose headquarters is in northern California. The Gleaners voluntarily pick up food left in the fields after the usual harvesting methods have been used. They literally pick the food off of the ground and the trees and make it available to 45 charities who deliver direct feeding programs to the hungry. Many tons of food are collected each year in this way, often by people who are themselves physically limited and without many material resources. The Gleaners also harvest older baked goods and packaged foods whose expiration date has passed.

United Nations Photo

Oxfam America:

Oxfam America is one of a host of organizations that exist for the purpose of aiding people in developing areas — most of them outside the United States — in combatting the ravages of poverty. Such organizations are usually referred to as PVO's (Private Voluntary Organizations). Oxfam, a prominent member of this community grew out of an organization founded in England in 1942. Like other members of the PVO community such as CARE, Church World Service, and many others, Oxfam America sends people with appropriate expertise to live and work among the world's poor and hungry, helping them meet their own goals for an improved standard of living and self-sufficiency. Typical of its projects is its support for the URCOMAYA project in Upper Volta. URCOMAYA is a farmer's cooperative, organized several years ago with assistance from Oxfam. The funding reached $200,000 by 1982 and the project has launched hundreds of farmers in vegetable farming, provided the means to build cold storage facilities, and to obtain credit. As a result, local diet has improved, and farmers are able to by-pass the money-lenders and middlemen and sell directly to the public, thus raising the income for the members of the co-op.

CARE:

CARE is a private, nonprofit, international organization founded in 1945 at the close of World War II to deliver food and supplies from the United States to a hungry and distressed Europe. Since then, CARE has expanded its efforts in relief and development to many countries, working in cooperation with the United Nations, U.S.A.I.D., national governments and other private organizations. CARE administers in developing countries the distribution of food grown in the United States as part of the Food for Peace program of A.I.D. This food aid is used in various ways, such as supplementing the diets of pregnant mothers and preschool children, or paying workers, who might otherwise receive no wages, with food instead of cash. Agriculture programs also assist local farmers to improve their food production. For example, in Niger, West Africa, CARE helps farmers construct windbreak fences made of millet stalks to stabalize sand dunes so that trees and vegetation can grow.

International Programs

United Nations Photo

United Nations Photo

UNICEF:

Many United Nations agencies are involved in combatting hunger. UNICEF focuses on the most vulnerable victims of hunger and poverty — the children. One of its programs aims at giving parents some simple means of heading off catastrophic child malnutrition. Three of the four points in this program can be easily learned and used by the parents; and all elements can be instituted inexpensively with social mechanisms already in place. The program is called GOBI, each letter signifying one of the four points:

G — growth charts, a visual means of keeping track of a child's growth rate. Growth charts along with regular weighing of children can reveal a nutrition problem early enough to take corrective action.

O — oral rehydration therapy, a combination of glucose, salt and water that can be kept on hand and fed to children with diarrhea to prevent the dehydration that causes about 5 million deaths per year.

B — breastfeeding, a practice that has fallen into disrepute in some areas. UNICEF estimates that 1 million babies would be saved if mothers breastfed instead of using baby formula and contaminated water.

I — immunization against measles, diptheria, tetanus, whooping cough, polio and tuberculosis. Universal immunization could save one third of the 40,000 who die each day in developing countries because they have been weakened by hunger.

The Asian Small Farmer Development Programme:

This program is sponsored by the United Nations Food and Agriculture Organization (FAO). The FAO is supported by contributions from member states and oversees a wide range of projects around the world. The Asian Small Farmer Development Programme is an effort to work at the grassroots level and involve the farmer and local community in expressing their own needs and making their own decisions about improving their food production. Farmers are trained to understand and eventually to help establish credit, marketing, and other essential supports for food security. In order to reach the rural farmer, the program uses prerecorded tape cassettes, audio-visual materials, and direct on-site visits by program staff.

United Nations Photo

National Programs

U.S. Agency for International Development (A.I.D.):

A.I.D. administers most foreign assistance programs for the United States government. Its "Food for Peace" program (PL 480) provides food to aid victims of natural disaster and provides emergency relief to refugees; it supports nutrition programs and maternal and child health clinics; and it collaborates with and supports private voluntary organizations working directly with the grassroots to improve food production and combat malnutrition. In Morocco, for example, A.I.D. development assistance funds and the Food for Peace program trained teachers and supervisors to run social education centers funded by the Moroccan government. Among the children who participated in these centers there was a 69% reduction in moderate and severe malnutrition. A.I.D. also funds research into food-growing technologies and trains scientists, technicians and managers in skills related to food production.

Food Technology Projects

United Nations Photo

The Green Revolution:

Since the late 1960's, a "Green Revolution" in food-growing technology has been underway in the Third World. The objective has been to increase production of wheat and rice through the use of high yield seeds. Over time it has become clear that the Green Revolution has both positive and negative elements, all of which must be taken into account when a country makes the commitment to increase their food production by these methods.

Here are a few of the generally accepted pro's and con's of the Green Revolution:

Pro's:

- Overall increases in food production through the use of high-yield seeds.
- Reduced time needed for breeding new and better varieties of seed.
- The breeding of rice seeds highly resistant to local pests and diseases.
- Capacity increased for multiple cropping with fields yielding two or more crops per year.

Con's:

- Mechanization of farming techniques causes unemployment among rural labor force.
- Large landowners thrive and are able to buy out small landholders, thus displacing small farmers from their only means of support.

- Limited possibilities for large-scale adoption because the methods are highly dependent on use of fertilizers, pesticides, heavy machinery, large amounts of water, and irrigation.
- Increases trend toward urbanization insofar as it forces farm labor displaced by technology used in high yield farming to migrate to overcrowded cities.

Appropriate Technology

United Nations Photo

"Appropriate" technologies are technologies designed for particular problems in particular areas so that the solutions will be appropriate to the setting and the people. As the following sketches will show, appropriate technologies developed under one set of circumstances and then transferred to another may turn out to be *in*appropriate in the new environment. Others are transferable if the conditions are similar and efforts made to fine-tune the technology on a case-by-case basis.

The Saga of the Burmese Shovels:

Some years ago a group of farmers in Burma were attempting to cultivate extremely hard soil with the equivalent of a common garden hoe — with little effect. A group of engineers from the West assessed the problem and decided the farmers needed shovels similar to those used in western gardening — a thin steel blade to penetrate the ground and a long handle for leverage. The farmers received the shovels and after trying them out for a day discarded their new tools and went back to using their hoes.

It seems that the engineers had neglected to notice that the Burmese farmers did not wear shoes and therefore could not step on the shovel without damaging their feet. The final solution: a shovel with a thin, pointed blade and a flat platform to step on.

Regenerative Farming in Tanzania:

President Nyrere of Tanzania speaks on the history of farming in his country:

"When our country became independent, our ambition was to modernize our economy. We did not work this out very thoroughly, but it appeared to us that if you wanted a productive agriculture you used chemical fertilizers and chemical insecticides. We urged the use of chemical fertilizers; we established a fertilizer factory — heavily dependent on imported components — and we ensured that chemical fertilizers were used in growing certain of our export crops, especially cotton and tobacco. We even stopped teaching compost-making in our schools, regarding this as a discredited and 'old fashioned' technique which was irrelevant to our future."

The result? President Nyrere says that soil fertility has dropped; peasants cannot afford to buy the fertilizer they are now dependent upon; and the cotton yield is lower than it was before "modernization," when peasants intermingled two crops in the same field: "It is now clear that — once again — the peasants knew better than the experts: for the total crop output from intercropping systems is frequently higher than that where a plot is reserved for the main crop only."

Now President Nyrere is considering a new food production project: regenerative farming based upon the model developed by the Rodale Research Institute in Pennsylvania. "I know," he says, "that these farmers from Rodale Institute will be the first to tell us that neither they nor their country are unique in their knowledge or their practice of what is sometimes called 'organic farming.' There are practitioners throughout the world.... The use of compost, manure, crop rotation and intercropping, is the answer to the peasants' questions about how they can increase their income without becoming dependent upon an unreliable supply or expensive fertilizers and other inputs from outside their village and farms."

—Excerpts from a speech given by
President Nyrere of Tanzania at
Morogoro, May 1983.

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6 The End Of Hunger

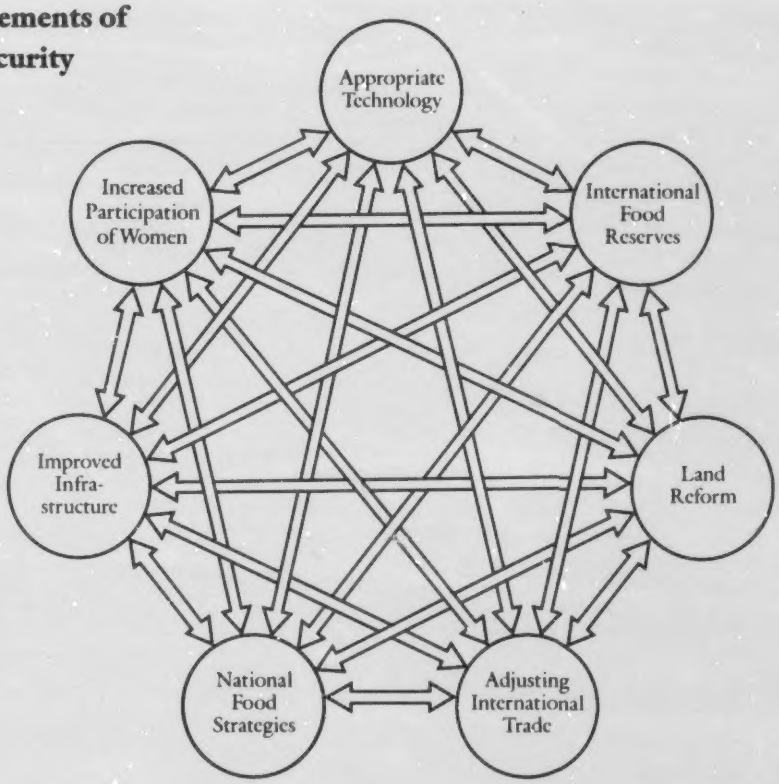
United Nations Photo

> *I have the audacity to believe that peoples everywhere can have three meals a day.... I believe that what self-centered men have torn down, other-centered men can build up. I still believe that one day mankind will bow before the altars of God and be crowned triumphant.... I still believe we shall overcome.*
>
> *—Martin Luther King, Jr.*
> *from his Nobel Peace Prize Acceptance Speech*

Ending Hunger in an Interdependent World

Hunger is a global problem and it will take the community of nations, working together, to end this blight upon humanity once and for all. For this community effort to be made, we must begin to recognize our mutual interests and mutual dependence upon one another. Global interdependence is a fact. Together we stand, or together we fall, and any problem suffered by the part must inevitably envelop the whole. Hunger, therefore, is the business of everyone on earth. Its elimination is our collective task, and it will be our collective accomplishment.

Interrelated Elements of World Food Security


Appropriate Technology
International Food Reserves
Land Reform
Adjusting International Trade
National Food Strategies
Improved Infra-structure
Increased Participation of Women

Attaining World Food Security

There are many interrelated elements involved in attaining world food security, and ultimately it will take policy decisions to change some of the social, political and economic structures that maintain poverty and hunger wherever they are found. Different countries will go through different processes as these policy changes occur, but the goal remains the same: to establish food security for all of the earth's peoples.

"Food security" means that both in theory and practice, people everywhere can expect to have their basic food needs met. It means that people have easy access to *enough* food and to the *right kind* of food — whatever their capacity to produce or buy it. And it means that food supplies remain stable and available even in the face of natural disaster, political upheaval, or economic crisis.

World food security will have to be developed at local, national and international levels: it will involve short-term and long-term strategies, and at least the following six elements.

Agrarian Reform

Of the approximately 800 million people who are hungry, about 720 million live in rural areas in developing countries, and of these more than 100 million farmers are landless. In addition, large numbers of small farmers hold land which is very difficult to farm. Nonetheless, food security will largely depend upon the capacity of the rural people to grow food for themselves.

Massive agrarian reform, therefore, is required. In some cases this means providing the farmer with secure land tenure so that he or she cannot be displaced from the source of the family and community food supply. Land tenure sometimes involves preventing the formation of, or breaking up of, large land holdings, or consolidating tiny land holdings into a larger unit. It can also involve arrangements that give the tenant farmers more rights to, and more profits from, the food they grow.

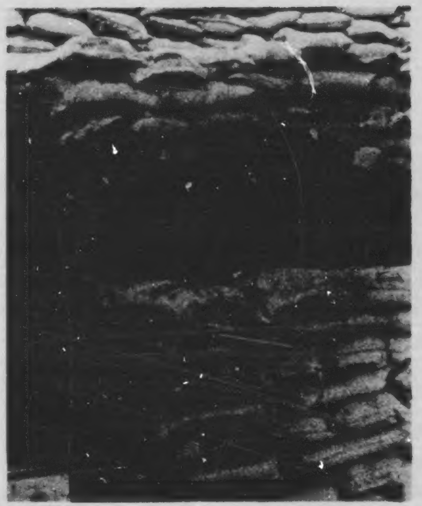
Even if people who need food-producing land acquire that land, they will need incentives to produce food for local consumption rather than opt to produce cash crops for export. Such incentives must make it more profitable for the farmer to grow for local consumption.

United Nations Photo

Food Reserves

At the moment it is the wealthiest nations who have surplus food and who store that food within their own borders — India being a notable exception: a developing country with food reserves. National food reserves are under the control of the owner-country, and beyond the control of either the hungry or the international community.

Food reserves constitute one bulwark against the ravages of natural disaster, crop failure, or military conflict. Global food security requires that any country facing a food emergency be able to draw upon the world's food reserves whenever there is genuine need. For reserves to function in this way, they will need to be cooperatively organized and managed by the international community. Storage facilities must be built in developing countries or wherever food can most efficiently be held. A reserve program wherein any needy country can be assured of access can only be established by full participation and agreement of both developed and developing nations.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International Trade

Cereals (wheat, rice, maize, etc.) constitute the main food base upon which people depend the world over. The issue of international trade as it affects food supplies primarily centers around cereals. Today, five trading companies account for 80% of all cereal trade; North America alone produces 75% of the cereals traded internationally.

Therefore, when a food-deficit country attempts to import cereals, or to sell any surplus it might produce, it will encounter pricing, trading and shipping constraints determined by a relatively small but powerful community whose concerns differ sharply from those of the food-deficit nations. This disparity between concerns has tended to work to the disadvantage of less developed countries.

The international financial community has established structures through which hungry countries can purchase food at below-market prices, and there is a growing trend toward government-to-government bartering which helps the poorer countries. Still, many experts in development believe there is a need to stabilize the prices of cereals and other foods that are traded so that a poor country who cannot pay or whose resources will be dangerously depleted if it does pay, need not suffer because of the ups and downs of international trade.

National Food Strategies

The key to food security is self-sufficiency which in turn requires well-wrought planning on the part of those who are still dependent on others for their food. Ideally this planning should be conducted at a national level to insure that all the elements involved are considered.

About 50 developing nations are at some stage in such a planning process; implementation, however, is more difficult than planning. To design such a strategy, countries must consider:

- What technology is needed and whether it is readily available or must be brought from outside the country.

- A means for getting agriculture technology and know-how to the farmer.
- Ways of establishing credit for farmers or an income to support them while they gear up.
- Procedures for guaranteeing markets — and access to them — for the food producer.
- A feeding program to sustain the population until ample food is produced.
- Improvements in infrastructure (roads, dams, etc.).

National food plans must be devised by the country involved; implementation, however, may require assistance from other nations.

It has been suggested that developed countries also undertake to produce formal food strategies for their people. Only a few Scandanavian countries have done so at this point.

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The Participation of Women

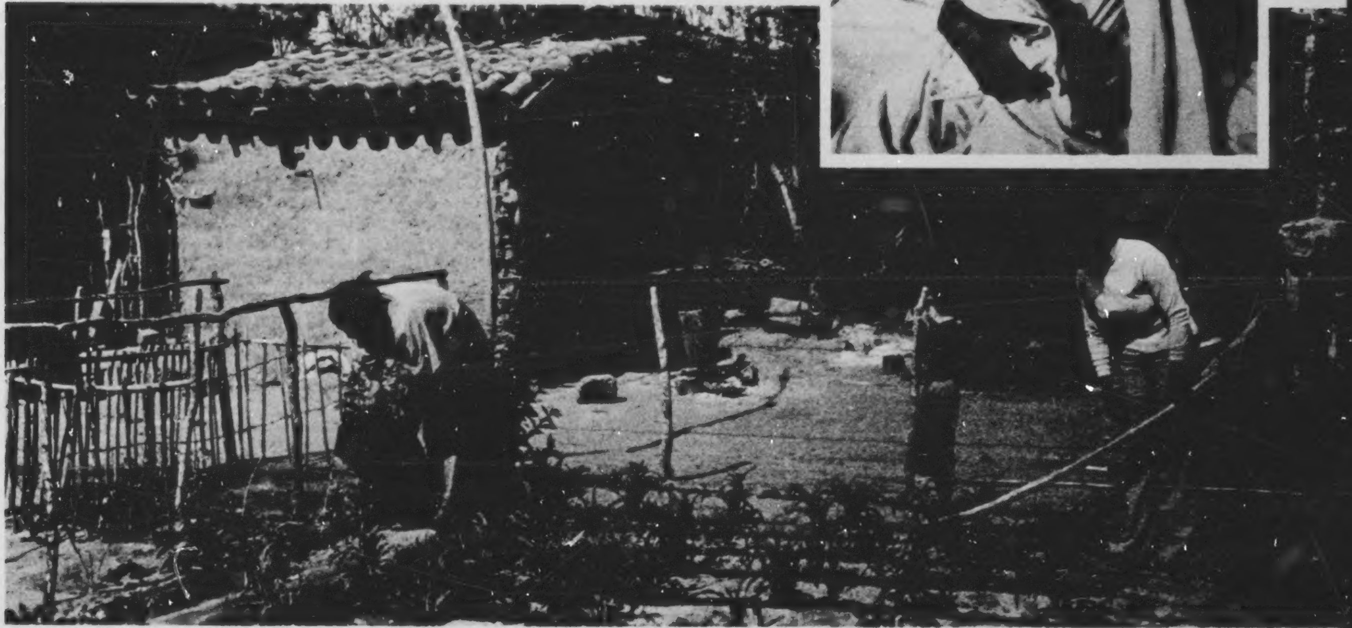
"85% of women in many developing countries are engaged in agriculture and are the principal protagonists in the attainment of nutritional self-sufficiency at the family, community and national levels."* Women do from 50% to 90% of the work (the percentage depends upon the region) involved in growing, processing and marketing the food in the areas where hunger is greatest. Despite their arduous work and the fact that they also bear and raise large families, these women are usually the ones who receive the least to eat and are the last to be fed.

---

*From the Resolution from the World Conference of the United Nations Decade for Women in 1980. Cited in *Hunger Notes,* January 1982.

Women are responsible for feeding the children and passing on to the next generation knowledge about food preparation and nutrition, and are usually the key figures in implementing any new ideas pertaining to food and its role in good health. For all these reasons, no food security strategy will work unless there is a strong focus on the participation, education and well-being of women.

Policy and practice must ensure educational and vocational opportunities, legal rights to land ownership, protection against violence, and a prominent place in all decision-making processes that affect the issue of food and hunger.



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Food Aid

Food aid has been the subject of much controversy in recent years, and though the discussion continues, several facts appear obvious:

- Until the poor and hungry are in a position to feed themselves, food aid will continue to be needed on a short-term and emergency basis.
- If utilized wisely, food aid can enhance the goal of food security, and if used unwisely, it can make the situation far worse.

Food aid can help in an emergency if it can be gotten to those who need it; if the type of food is appropriate to the natural diet of the people; and if it does not supplant food being grown and marketed by domestic farmers. It can also be used in conjunction with already established domestic programs to improve self-sufficiency. In many countries there are private voluntary organizations — from the country involved or from outside — that have close contact with the hungry and are in an excellent position to know who needs food and how to get it to them.

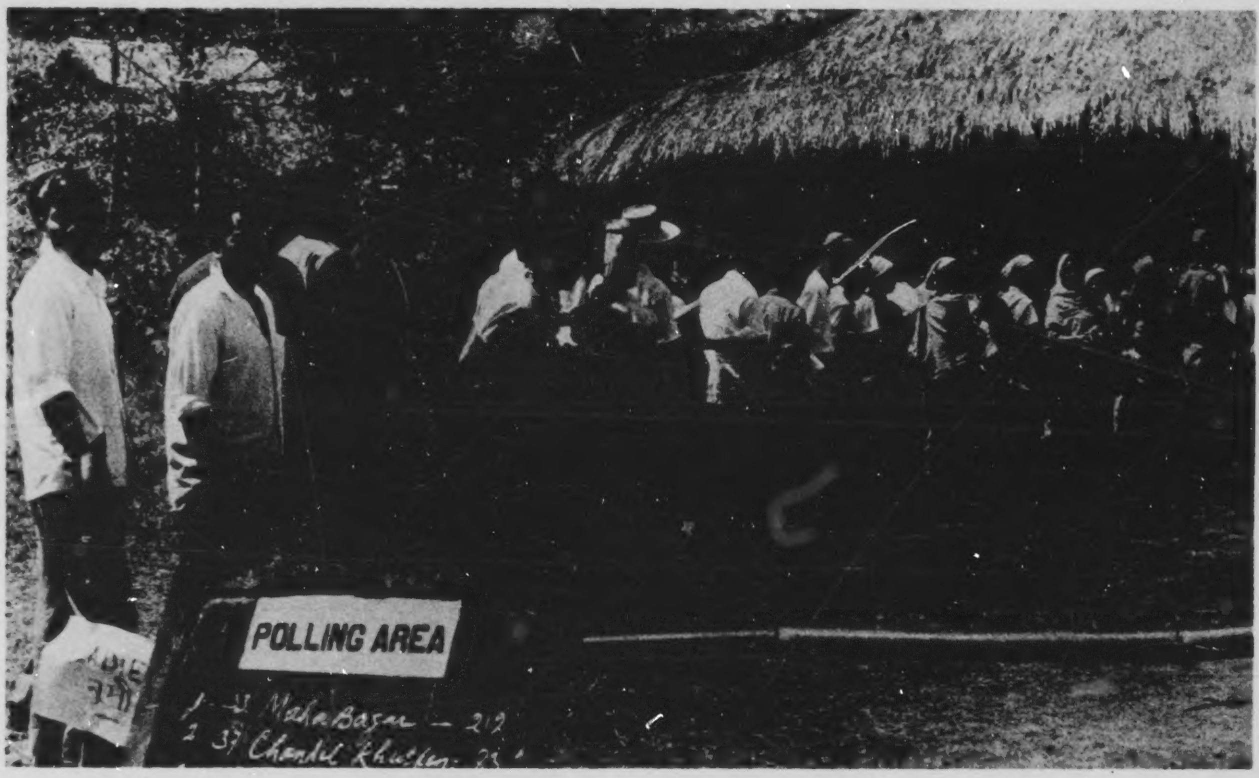
7 Getting Involved

United Nations Photo

The shaping of our common future is much too important to be left to governments and experts alone. Therefore, our appeal goes to youth, to women's and labour movements; to political, intellectual and religious leaders; to scientists and educators; to technicians and managers; to members of the rural and business communities. May they all try to understand and to conduct their affairs in the light of this new challenge.

—*North-South: A Program for Survival*

People Make the Difference



All of the elements required to produce world food security and the end of hunger involve new attitudes on the part of the public and decision-makers alike. Out of these new attitudes will grow the introduction of new social, political and economic priorities which put food security high on the national and international agendas. Both developed and developing nations will need to make policy changes to turn these priorities from high ideals into practical reality.

But none of it — the new attitudes, priorities and policy changes — will occur without the involvement of the public. *It is people who make the difference,* and in three ways:

1) Self-Help

Poor and hungry people are already helping themselves, taking matters into their own hands to solve their own problems. There is tremendous momentum among the poorest people to take the leadership in breaking the poverty-hunger cycle, and their efforts form the core around which all other involvement in the war on hunger can best be organized.

2) Cooperative Efforts

Cooperative efforts in this context refers to the establishment of partnerships between those who have a food problem and those who can offer something to alleviate it. These partnerships can function on a person-to-person basis, from community to community, and among the nations of the world. They can be operative within a neighborhood as well as within the global community. Their keynote is *cooperation* and they are characterized by mutual respect and equality.

3) Political Will

Political will is a phrase widely used today. It refers to the collective determination of individuals and groups to make the changes necessary to establish justice and equity among peoples. When a strong or large enough segment of the public in both North and South expresses the political will to end hunger, the necessary policy changes will be made.

For any of these three efforts to exist — let alone work — there is a single, clear requirement: *personal involvement by each of us.*

Individual Involvement

Few of us will have the greatness to bend history itself, but each of us can work to change a small portion of events, and in the total of all those acts will be written the history of this generation.

—Robert F. Kennedy

A Logical Proposition:

- Nothing changes without individual involvement.
- Individuals have always been involved in every societal change.

– Therefore –

- Nothing will change unless individuals get involved.

The individual is the key to ending hunger. Together we have more power for good than we do working alone; but the decision to join the battle must be made alone, each person in his or her own heart. If the decision to get involved *is* made, it soon becomes apparent that there are many ways to help — as many ways as there are people, groups, organizations and nations.

Everyone has something to give.

Getting Involved

When one looks back on famous cases of personal commitment to righting social wrongs — Mother Teresa, Martin Luther King, Lech Walesa, Steve Biko — a certain pattern emerges. These great figures share with the rest of us a common psychology and like us, they had to go through certain psychological processes to take their own giant steps toward bettering the world. The process of getting involved goes more or less like this:

1) The discovery.

Though we may have seen the same thing many times before, it suddenly occurs to us that what we are observing — or experiencing in a very personal way — is an unacceptable and intolerable social disaster. Mother Teresa, for instance, says that one day she really *saw* a dying man lying right at her feet. Doubtless she had passed many such dying people before, since they are all over the streets of Calcutta. This time, however, she saw, and what she saw struck her too forcibly to ignore.

United Nations Photo

2) The urge to act then and there.

This is a crucial step, because it is so easy to ignore the urge or override it. Like the rest of us, Mother Teresa felt moved to act on a hideous reality; so we would surely have felt also. However, she did something many of us would not so readily do: she reached down and picked the wasted, dying man up and dragged him into a building. With that act, she changed not only her own life but the life of India and, probably, of the entire world.

How often do we have a similar urge when we see a hungry beggar, the picture of a starving Somalian child, an elderly woman standing in the cold waiting to enter a soup kitchen? Getting involved means acting — then and there — on one such impulse to help. Even though we may be afraid of taking responsibility — afraid our lives will be changed in some unknown way, that we will be drawn toward a fate we imagine to be unpleasant and difficult — even so, we must follow that urge if we are to have the peace of mind that goes with obeying so powerful an instinct.

All involvement with ending hunger begins with this first action. No matter how small it is, until it happens, we are still spectators at one of the world's saddest displays of misery.

3) Acknowledging there is a societal problem.

Without step 2, there are no further steps. Taking step 2, however, does not *guarantee* further steps. Mother Teresa could have taken care of the one dying man and gone on her way. But she took a further step: she allowed herself to acknowledge that this was no isolated incident or symbol of a problem that would somehow just go away. She recognized that it was a pervasive social condition and that her one act — though a beginning — was not enough.

So she convinced a landlord with an empty room in his building to allow her to bring as many dying people as the room would hold and to care for them. The rest is legend, and Mother Teresa now a truly mythic figure in world culture. Once we acknowledge that more is needed and that a problem will not just go away, we are ready to assess what we have to offer.

4) Assessing one's own resources.

Having decided that a first small effort to help felt good and right, and that the problem is pervasive and severe, the next step is to ask ourselves exactly what we have to offer: what we are psychologically, practically and materially ready and able to give. Involvement requires some dedication of all three kinds of resources, but some people will have more to give of one or two than the others.

5) Finding out more about the problem.

By this time it is clear there *is* a problem and that you want to help in some way. In order to know whether — and how — to go even further and make this issue one of your highest priorities for attention and resources (psychological and practical), you will need to know enough about the issue to make best use of your time and energy.

6) Plugging into the network.

The more you know about hunger the more you discover its vastness and complexity. With this discovery comes a sense of helplessness — it is just too much, it seems, for any individual to tackle. Actually, however, this feeling is illusory. What you are really discovering is that when individuals act alone, their effectiveness is limited. When they act together, they can have miraculous effects. So if you have not already found a group — local, national or international — to work with, now is the time: otherwise you may be tempted to give up. Plugging into the hunger network is like discovering a new family — and a powerful one at that.

The Field of Action

The battle against hunger has several fronts:

- Direct services to people who are hungry.
- Assistance to organizations who serve the hungry.
- Political action to establish policies to overcome hunger.
- Educating others about hunger.

Each front has local, national and international dimensions, and each is of crucial importance to the entire effort. All must be worked on simultaneously since ending hunger is a goal which will only be reached when all three interlocking levels are addressed and made to relate cooperatively to one another. Choosing one front over the others is a matter of temperament, personal skills, resources available and other miscellaneous factors.

Every bit of help on any front counts.

Doing a Project

Remembering that projects begin with individuals acting decisively with what is right before their eyes, we can fashion the following guidelines for doing specific projects to help end hunger:

- Choose something that matters to you, that you care about in a personal way and are willing to work for.
- Find out whether anyone else is hard at work on the same thing. If so, join forces.
- First projects should have clear-cut goals, short timelines, and should produce tangible results that everyone can see clearly. The best way to lose momentum is to tackle a job where it is virtually impossible to tell whether you have done any good. Once you are a pro, it will be easier to keep going even though you see few fruits of your action.
- Get informed about the issue — preferably in detail. Look at it from as many points of view as possible; effectiveness is in direct proportion to knowledge about the subject.
- Link into the larger network to see if your project has been done before or could be replicated by others in other places.
- If at all possible, form a partnership with the people you want to help. They will have many good ideas about the project, much to offer — especially in terms of people resources, and their participation will increase your chance of success.

Above all, involve as many kinds of people as possible. Look especially to the young. They are our hope for tomorrow, and it is their world which will be the first in history to exist without the grievous and unnecessary hunger that so plagues ours.

> "You know, the young are beginning to understand. They want to serve with their hands, and to love with their hearts...."
>
> —Mother Teresa of Calcutta

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The Elementary Program: Instructions to the Teacher

Structure

The elementary curriculum consists of units to be taught on school holidays. Most of these units are designed for a one-period lesson (about 50 minutes). Some have been divided into two units for two grade groupings: K-3 and 4-6.

Some are suitable for both and we have included instructions on how to adapt the unit to both the younger and older children.

Each unit begins with performance objectives and ends with suggestions for turning the lesson into an ongoing Impact Project.

Philosophy

This curriculum is meant to stimulate further study of world hunger; its purpose is to introduce students to the subject and to motivate them to get involved in trying to do something about it. Unlike the secondary curriculum which is organized around week-long units, the elementary program depends upon a series of brief lessons tied directly to a specific holiday celebration. For all of these reasons, we have emphasized empathy, compassion, awareness and motivation more than concrete knowledge - though that is by no means excluded.

Above all, we have tried to avoid implanting guilt in children who are not, after all, responsible for what their elders have done to the world. We have chosen instead to build identification between the children and people around the world so that when our children become adults, they will view the world's peoples as brothers and sisters - and treat them accordingly.

Organization

We recommend that the cycle of units begin with World Food Day. For those units we have emphasized information gathering and an introduction to the basics of world hunger. Most subsequent units do not include this emphasis on information - primarily because we do not want to be repetitious and wear the student down. Any teacher who does not begin with World Food Day should try to incorporate the kind of basic information conveyed there into whatever unit he or she chooses to teach. If the entire cycle is followed - from World Food Day on, the students will have received a fairly well-rounded introduction to the subject.

Impact Projects

The Impact Projects suggested at the end of each unit by no means exhaust the possibilities for what children can do about world hunger. Many of the Impact Project strategies suggested in the Impact Project section of the curriculum can be adpated to younger children. It is hard to overemphasize the effect that children can have on the public: politicians are very sensitive to the human interest element that child activism always has - as are the media. Children who demonstrate concern about the social problems of the world are news, and are listened to. The following two networks can provide additional stimulus to form and maintain Impact Groups in your school.

Two Special Children's Networks

To keep children involved in the ongoing process of ending hunger, it is helpful for them to become involved in a network. We are familiar with and can recommend two such networks, and there are doubtless many more.

1. Tapori

   This is an international network of children from ten nations - including the USA, countries in Europe, Africa and Asia. "Tapori" is the Indian word for the children in Bombay who meet incoming trains and beg because they are so poor. The children put everything they collect into one pile and then split it up. The Tapori network was established in 1967 and has become a vehicle for concerned children to help the poorest children in every country by offering them their friendship, their direct help, and their commitment to eliminate poverty and hunger. The network is organized by the Fourth World Movement, an international organization well known at the United Nations for working side by side with the very poorest people (whom they call the "fourth world") to help bring an end to poverty. Participating children receive a newsletter, create Tapori groups in their area, correspond with other children in other Tapori groups, and help the poor in their own communities. In May, 1979, 2000 children came from all over the world to a Tapori Festival where they launched an appeal, a petition which said: "We want there to be no more poverty in the world. We want all children to be happy and their parents to be respected."

   To find out more about Tapori, write to:

   Tapori
   172 First Avenue
   New York, New York 10009

2. The Children's Peace Committee:

   This group was founded in New York City by Monique Grodzki - then 9 years old. Monique gathered her friends together and began raising funds to help the children who were starving in refugee camps in Cambodia. In the 5 years since then, the Children's Peace Committee has conducted demonstrations, raised funds for the hungry, for victims of natural disasters, for the poor needing medical care, and many other causes. Children from many countries have formed chapters and correspond with Monique. Now that she is older, a whole new batch of younger children are becomming leaders in the group and keeping it going.

   Children who would like to contact the Committee can write to:

   The Children's Peace Committee
   34-30 78th Street, Apt. 3-H
   Jackson Heights, New York 11372

World Food Day - October 16
Grades K-3*

Objectives

Students will:
- Know the importance of food for every living thing: food comes first.
- Know concretely the number of the world's people who are hungry.
- Know the basic geographical location of the world's hungry.
- Know students can make a difference and learn how they can help.

Teacher Background

In the presentation of the material that follows, students are being encouraged to speculate on the hunger situation and on possibilities for action. Your role will be critical in not only conveying this information, but in supporting and channeling the students' desire to act. In this spirit, check with others in your school and community who may be observing World Food Day.

Background Information

Review the Background Information section of the curriculum, especially Sections I and II. The specific facts you will need for the class are:

1. Hunger of a chronic nature affects 400 to 800 million people around the world. Choosing the most common estimate of 500 million as a point of reference, this means that 1 out of every 8 people in the world suffers from hunger.

2. Undernutrition (not getting enough to eat) and malnutrition (not getting the right things to eat) lead to the death of approximately 40,000 children a day (approximately 15 million a year). That's equal to all the children under 15 of California, New York, Illinois and Texas.

3. Hunger and malnutrition not only kill, they alwo maim through brain damage, sterility and other permanent physical defects. 250,000 people, mostly children, go blind each year due to vitamin A deficiency.

4. Though crop failures, flood and other natural and man-made disasters contribute to hunger, they are not its root cause. There is enough food to eat in the world, but people can't afford to buy it. The root cause of hunger is poverty.

Materials

- Copies of the North-South map from the curriculum and the story, "The Boy From Niger."
- A 6-8 foot length of butcher (or other) paper for a banner.
- A package of M & M's.

* Parts of this unit were adapted from the World Food Day curriculum prepared by the Church World Service Office of Global Education (details in Resource section).

Procedure

1. Read aloud the story of the boy from Niger. During the reading, students should be sitting with their eyes closed, trying to imagine the setting as the story is read.

2. After the story, ask the students some questions designed to help them relate more closely to the boy named Said. For example:

   * Does anyone have a pet they love like Said (pronounced Saw-eed) loves Abnorak? Are there children in America whose pets--like Abnorak--actually help with the family's work?
   * How would you feel if you had to leave the place where your family has always lived and learn a whole new way of living? Has anybody had that experience?
   * Do you or people you know ever feel weak and sick, like Said did, from being hungry? Do people in America ever get sick from hunger?
   * Is there anything living that doesn't need food?

3. Share some of the basic hunger data. To get across the vastness of the number of people who are hungry, ask one child to start counting. After the child gets to about 50, or seems to be getting tired or confused, point out the following:

   If this child continued counting at the rate of one number per second, the child would be 15 years plus the child's age (say, 15 plus the age of 8 = 23) by the time he or she had counted all of the hungry people in the world.

4. The North-South map can be used to show Africa -where Said lives- and where most of the hungry live.

5. Take up the question of why people are hungry, briefly summarizing the basics of the background information section, "Why Are They Hungry?" Discuss the helping work of organizations like those described in the background information section, "What Is Being Done About Hunger."

6. To illustrate the problem of having enough food - even a surplus - but not having it distributed equally to all people, do the following exercise:

   Divide the class into continental groups (with a class of 40 as an illustration).

Countries	No. of Students	No. of M & M's
Asia	24	5
Africa and Middle East	3	1
Soviet Bloc Countries	3	5
South America	3	1.5
Europe	5	14
North America	2	11

Being sure the students understand what this has to do with whether people get enough to eat, find out what their reactions are.

THEN... put all the M & M's back with the rest in a pile, and redistribute them equally to the class and let them eat their share.

7. Brainstorm with the class what they think should be done to get more food to hungry people; you might point out that just as there were additional M & M's in the package that weren't being distributed amoung the students, there are large world surpluses - a lot of which are owned by the United States - of wheat, cheese, milk and butter; and that there are many hungry poeple in the USA also who are not getting that surplus.

8. The final activity is to design a class banner that says something about what the children believe about hunger. The phrase for the banner will have to emerge from a discussion where the children say one thing they really feel about the fact that there are hungry people in a world that has enough. The teacher could go around the room and ask each child for a single sentence - or take hands and let the sentences be volunteered.

The message can be written with a magic marker on the long piece of butcher paper and pinned up in front of the class for a while.

Impact Projects

* Have the children write letters (with drawings included) to the President, telling him their idea to get food to hungry people. Enclose a photo of the class banner.

* Have the class make up a little skit about the Ogre of Hunger who has the Children of Many Nations imprisoned in his cave; the children are rescued by the Goddess of Love and Sharing. The skit can be performed for the PTA, the other children in the school, or for special people invited to the school: inviting your local national Representative would at least get you some attention from his or her office, and might even produce a staff person at your school.

* Another possibility is a food drive sponsored by the class, the food itself to benefit a local food pantry.

THE BOY FROM NIGER*

"Abnorak, stay out of the vegetables"! Camels never listen. At least mine doesn't. That's probably because he likes the food in our garden as much as I do, especially the tomatoes.

For a while, we didn't used to have such nice food. My family used to give me green, ugly food to eat and I hated it. But my parents told me, "Said, (pronounced Saw-eed) you must eat to be strong and healthy. These foods are good for us. We can never go back to the old way we used to live, or the old food we used to eat."

My tribe is the Tauregs. We're nomads - people who move from place to place - instead of living in one place all the time. Since anyone can remember, we have had no homes. We always slept in tents, under the sky. We camped where there was water and grass for our animals, and our herds were the most important thing we owned. They provided us with most of our food. This was the old way we lived.

Soon after I was born, the life of the Tauregs changed. There was not enough rain for food to grow, and all the lands near the Sahara Desert dried up. Water holes, and grass for the animals to eat became harder and harder to find, and most of our animals died. Everybody was hungry, and many people got very weak and very sick from not having enough of the right food to eat.

But my family got lucky. We found the Aire Mountain Oasis. It's in Niger, in Africa. People from many places in the world sent helpers to our new homeland to help nomads like our tribe learn a new way of life. Today we're learning to be farmers. It's something we've never done before, and it is very exciting.

Each family has its own garden. We grow tomatoes, beans, carrots and lots of other vegetables. Everyone works in the gardens; even Abnorak, my camel. He pulls the ropes to get water for our garden from the water well. Whenever I can, I give him a carrot for helping us. That's a treat he really likes.

Any food we don't need for our family, we take to a market and sell to others. The market is in a town many miles away. Our people built a road so we could all get to it more easily.

We also planted trees to protect the gardens from sandstorms and floods. When it does rain, it rains very, very hard and the dirt is so dry that the rain doesn't soak into the ground. Instead, it forms little rivers and these little rivers carry away everything trying to grow.

We're learning lots of things at the Oasis - how to help ourselves be healthy, how to fix the new foods we're growing so that our bodies get the vitamins and minerals they need, and how to read and write.

I like reading best of all. Someday I hope to go to a city where they have a library with lots of books. I especially want to find a book on how to make a camel behave. But I'll probably have to read fast, or Abnorak will eat the pages.

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* This is an adaptation of a story taken from MAGIC BEANS (teacher's packet), educational materials prepared by Church World Service, Elkhart, IN (1981).

World Food Day - October 16
Grades 4 - 6

Objectives

Students will:
- Empathize with the condition of people living in abject poverty.
- Learn the basic facts of the world hunger situation - scope, causes, effects.
- Urge social change regarding the distribution of food surplus and the elimination of waste.

Teacher Background

This unit focuses on the whole hunger/poverty setting in which so many people live, and on the paradox that people live in such settings on the edge of survival while vast amounts of food exist in the world.

Background Information

Review Sections I and II of the information section of the curriculum, the section "Hunger in America," and the section on "Ending World Hunger."

Procedure

1. Begin by asking students to visualize their current living situation - noticing details inside the home and how it looks from the outside. Students will be asked to visualize the process described below and to pretend it is happening to their own home.

2. Read aloud to the students (who should be listening with eyes closed) the following excerpts from Robert Heilbroner's book The Great Ascent (Harper & Row, 1963):

> "We begin by invading (your house) to strip it of its furniture. Everything goes: lamps, chairs, tables, television set, beds. We will leave the family with a few old blankets, a kitchen table, a wooden chair. Along with the bureaus go the clothes. Each member of the family may keep in (his or her) wardrobe (the) oldest suit or dress, a shirt or blouse. We will permit a pair of shoes to the head of the family, but none for the wife or children. We move into the kitchen. The appliances have already been taken out, so we turn to the cupboards ... the box of matches may stay, a small bag of flour, some sugar and salt. A few moldy potatoes, already in the garbage can, must be hastily rescued, for they will provide much of tonight's meal. We will leave a handful of onions and a dish of dried beans. All the rest we take away: the meat, the fresh vegetables, the canned goods, the crackers, the candy.
>
> "Now we have stripped the house: the bathroom has been dismantled, the running water shut off, the electric wires taken out. Next we take away the house...."

3. With the students' eyes still closed, tell them that they need now to change their inner picture and imagine themselves in a new situation that you will describe - a living situation that for the moment they will imaginatively think of as their own.

> "The family (now moves to something like) a tool shed.... All the other houses in the neighborhood have also been removed (and the setting is) a shantytown.... Communication must go next. No more newspapers, magazines, books - not that they are missed, since we must take away (your family's ability to read) as well. Instead, in our shantytown we will have one radio....
>
> "Now government services must go. No more postman, no more fireman. There is a school, but it is three miles away and consists of two classrooms. They are not too crowded since only half the children in the neighborhood to to school. There are...no hospitals or doctors nearby. The nearest clinic is ten miles away.... It can be reached by bicycle, provided that the family has a bicycle, which is unlikely. Or one can go by bus - not always inside, but there is usually room on top.
>
> "Finally, money. We will allow our family a cash hoard of five dollars.... Meanwhile, the head of our family must earn his keep ($100 to $300 a year. There will be almost enough to eat). The human body requires...at least two thousand calories. His body, like any insufficiently fueled machine, will run down....
>
> "But (you) children may help. If (you) are fortunate, (you) may find work and thus earn some cash to supplement the family's income. And if (you) cannot find work? Well, (you) can scavenge (for whatever food you can find around in garbage dumps)...."

* * * * * * *

4. Class discussion. Does the class think they'd enjoy this life? Do they think many people live this way? Where? Do any Americans live like this? Why?

5. Teacher presentation: The next phase is to let the children know that at least 500 to 800 million human beings live more or less like this. Summarize the basics about numbers, locations (you can use the North-South map provided in the curriculum), and whatever causes and solutions you think they will understand.

6. Discuss food waste and food surplus in America. Do students have surplus food at home? Do they waste food? Do students know that a lot of food is wasted and that there is a vast amount of surplus food in the country? Brainstorm every way students can think of for waste to be eliminated and surplus food redistributed within the country. Students will need to have the basic facts from the background information section on surplus and waste in America.

   Brainstorming: Encourage students to come up with any interesting idea that pops into their minds. It need not be practical in that we could implement it tomorrow, but as creative as possible. The point of the exercise is for students to experience what it is like to break through the usual limitations we have accepted that prevent us from solving problems.

7. Ask the students to take one interesting idea from their brainstorming, and, dividing the class into three groups, have them write that idea down so that it can be sent to three different places:

   Group 1 Prepare a letter to your local television newscasters asking that they find out about surplus and waste and see if your idea could work. The main point of this letter is to convice the news broadcasters that they should spend more time letting the public know about his problem.

   Group 2 Prepare a little article to be read or handed out to the other students in your school, asking them to share any surplus food with local food pantries or charities, and to try to waste less food.

   Group 3 Write a letter to your local or national elected representatives asking them to consider your idea about waste or surplus, and to do something about salvaging more waste in the country and getting more surplus to hungry people.

Impact Projects

* The letters from all three groups could be polished - with help from the teacher and from partents - and sent to media and a Representative, and Group 2's letter copied and distributed to other classes.

* The students could investigate waste in the school lunch program and recommend appropriate changes. They could also conduct a "Surplus Food Drive" to get any extra stored food in the school cafeteria and in their own homes to a local food pantry.

* They could write to the Department of Agriculture in Washington and find out how much surplus wheat is being provided free to the countries where people are very hungry.

* Students could launch a project to visit neighborhood supermarkets and find out how much slightly damaged but edible food is being thrown away, and then negotiate with the market to make that food available to agencies that serve the hungry in their community.

Halloween
Grades K-6

Objectives

Students will:
- Support the UNICEF program of trick-or-treating for UNICEF.
- Design their own Halloween bag to reflect a concern for world hunger.
- Increase their understanding and experience of sharing.

Teacher Background

Many schools are already involved in the "Trick-or-Treat for UNICEF" program wherein students carry a special milk carton to collect change that will be donated to UNICEF. This unit takes that program another step and provides an opportunity for students to design and decorate their own trick-or-treat bag (the container they will use to collect candy) with words and motifs that address the problem of world hunger.

Background Information

Review the material in the curriculum which addresses the work of private voluntary organizations, especially the case study of UNICEF's GOBI program (pp. 31-2). Also look over any material provided by your local U.S. Committee for UNICEF on how to carry out their Halloween activity. You may also want to review the background information in the curriculum on malnutrition.

Materials

- Some kind of container (a pillow case, shopping bag, small box - whatever the student will use to collect candy when he or she goes trick-or-treating).
- Things to decorate the container with: pictures cut out from magazines or newspapers, paper upon which the students can draw, stencils for lettering, paints, etc. The motifs and messages will all have to do with hunger, so the decorative objects and materials should be appropriate for that theme.

Procedure K-3

1. Ask the class to pretend for a moment that they are feeling sick; not so sick that they can't move around, but sick enough that they just don't feel very energetic or enthused about anything. The success of this exercise will be determined by how deeply the students can imagine this half-sick, lethargic, unmotivated state.

2. Discussion: In this state, would it seem especially exciting to go to school and learn; to go outside and do some hard work; to take very good care of your own belongings, etc.? The objective here is to draw out of students a feeling of how little the world seems to offer them and how little they have to offer the world when you just don't feel well.

3. Teacher Presentation

   a) Remind the class that many millions of children feel like this every day of their lives. They feel this way because they are malnourished and don't have either enough food or the right kind of food to stay healthy. On top of all this, the usual illnesses that children get come their way - plus a lot that only happens to malnourished children. The students can probably imagine what it might be like if someone who already feels as bad as they pretended to feel gets really sick on top of that.

   b) Now ask the students to imagine what it is like when you've felt sick and then feel all well: how much fun they have, good work they do at home and in school, and enjoy life. Next, they can imagine the world's hungry children getting all kinds of good food to eat and feeling better and better. See them smiling, playing with friends, helping their parents, going to school. Tell the class that many people - the children and their families, helpers from near and far, and people just like their own families and friends and teachers are helping the hungry children become well-fed and healthy - just like the picture they imagined. One such helping group is the UN's agency, UNICEF.

4. Next, give a brief sketch of UNICEF's work in making the picture of healthy and happy children come true. Describe the GOBI program. The children need to know mainly that there are things that people can do to prevent children from getting malnourished, and if they do get sick, from dying (which they tend to do if they get sick on top of being malnourished). In only a few sentences, outline the GOBI program in whatever terms seem appropriate to the particular class. A major point is that UNICEF can help parents help their children, and that while this is a wonderfully inexpensive program, it does take money. Part of the trick-or-treat money collected will help do the GOBI program.

5. Describe the project to decorate the bags. Students need to know that people will see what they put on their bags and that may encourage them to give more money to UNICEF.

   Exactly what the students draw, write, or glue on their bags will be determined by you and them together. They can write slogans, glue on pictures of children from various countries, write appeals to the public, etc. Creativity is to be desired. The bags can also have pretty designs and other decorative elements.

   NOTE: An alternative is for children to design hats that serve the same function as the bags - a walking ad for ending hunger. They can wear the hats both in their school parade and when trick-or-treating.

Procedure 4-6

Because nearly all elementary students do exactly the same thing for Halloween - dress up, parade, and trick-or-treat, the same unit given to K-3 will be appropriate for the upper grades - at a more sophisticated level, of course.

The entire procedure is identical, the only difference being that the discussion about what it is like to be semi-ill and lethargic will doubtless be longer and deeper with the older children. In addition, it will be possible to discuss the general work of private voluntary organizations, United Nations agencies and UNICEF in particular, in greater detail.

The bag-decoration can be quite creative and students could be urged to construct their own bags from scratch right in the classroom. A decorating possibility for these older children is to draw on their bags the image of their own costume (a witch, a pirate, E.T., etc.) and then put a message in the figures's mouth about hunger. A witch might say, for example, "With a wave of my wand we will all end hunger."

Impact Projects K-3

* Students could bring all kinds of wrappings from their trick-or-treat food to the class and construct a collage which is worked around the following message: "With So Many Good Things To Eat In The World, Let's Share With Everyone." (The message can be varied at the teacher's discretion.) This collage could be displayed prominently in the school - especially on parent-teacher night.

* The Halloween bags themselves could be put on display in the school along with photos taken of the children dressed up on their costumes in the classroom. The photos could be sent, along with accompanying notes from the children, to a local media outlet (local paper, cable TV, weekly magazine). These media are always looking for such human interest stories.

Impact Projects 4-6

* Students could transfer some of the images and slogans from their bags to posters for a schoolwide poster exhibition on hunger.

* They could take their decorated bags to local food markets and ask for donations of food to be given to a local food pantry.

* They could design some containers to be used by the school, stores, churches and other settings where people come and go, into which people could deposit donations of non-perishable food, kitchenware needed by food kitchens and pantries, and any other item they think would help make life easier for the people who are hungry. This would require arranging with a food-collection unit (a pantry, food bank, etc.) to make regular pick-ups of the food.

Thanksgiving
Grades K-3

Objectives

Students will:
- Create a class drama on the joys of sharing.
- Relate the story of the Indians and Pilgrims sitting down together, to the world situation.
- See that it is possible for people to work together so that everyone can eat.

Teacher Background

This classroom activity depends upon the ability of the children to work for a short period in groups and to listen while other groups present their part of the drama. The object of this drama is for students to enact the Thanksgiving dinner - only this time the people at the table represent the world's peoples - rich and poor.

Background Information

Most of the background will come from the teacher's own experience teaching the Thanksgiving story; the more you convey about the role of the Indians in helping the settlers grow enough food, the better it will be for this unit.

Materials

- Paper plates, if desired, for the mock dinner, and (optional), some food treat for the class to share as they do their play.

Procedure

1. Tell the students the traditional Thanksgiving story - with special emphasis on the way the Pilgrims and Indians worked together, and how the Indians helped the Pilgrims learn to grow corn and to survive in the new country.

2. Next, let them know that there are peoples all over the world - like the Indians who were here first - who have known how to grow their own food and were doing so long before settlers came to their lands, too. These people - in Asia, Africa and South America - are often very generous, like the Indians, and like to invite people to their houses to eat, even if they have little to offer.

3. The next major point to make is: everyone in the world has something to give to others, and everyone in the class- no matter how little anyone has - can give. By giving, we will make the world a better place and everyone will have enough to eat.

4. Doing the play: students are going to divide up into groups.

Group 1	The first group will be "People who don't have much food, but are generous with everything they do have." This group will show anyone how to do anything they have expertise in (crafts, taking care of children, working together, singing beautiful songs, etc.).
Group 2	The second group will be "People who have a lot of food and want to share it with others." This group has a lot of money, as well as food, and wants to help the first group.
Group 3	The third group will be "People who make the laws about how people will live and work together," and they have laws in mind to make sharing a reality.

The student groups will each make a little presentation to the whole class for an imaginary Thanksgiving dinner where everyone is sitting down together to eat. After the groups have talked together, they will be coming back as a class to form a Thanksgiving dinner group, and as they pretend to eat (or have a small classroom food treat to consume) each group will do its presentation.

The group presentations can be a song, telling a story, or the group just talking about who they are and how they feel about the world. For example:

Group 1	The ones who have little food but will share whatever they do have - could talk about the things they know how to do that they think might be nice to share with others: ordinary things like games, and special things that perhaps only one child likes to do and is willing to share.
Group 2	The well-fed and rich - could tell a story about how they shared their food and other forms of wealth with people who needed it, and how much they like to do that and would like to do it in the future.
Group 3	The lawmakers - they could say what laws they think they want to pass that will make it easier for people to share whatever they have to give and for everybody in the world to get enough to eat.

5. The orchestration of this process is entirely up to you. The overriding tone should be one of great optimism, delight that everyone can sit down and eat together, and speak of all the things they have to give, and happiness in thinking so much of others. It would be especially nice to have a cake or other single object (a loaf of bread, for example) that could be equally divided among the children so that they could feel more as though they are at a real meal - with enough for all.

Impact Projects

* Students could give their play (after it is polished) to a student assembly, the PTA, or invite other students to the classroom to watch.

Thanksgiving
Grades 4-6

Objectives

Students will:
- Construct positive images of what it is like to share the world's resources.
- Design a class coloring book for use in the lower grades.
- Learn that the hunger problem is not one of too little food, but of distribution.

Teacher Background

Students will have an experience of what it is like to share what you have with others. In this case, they will design a class coloring book on sharing the world's food to be used in the lower grades. The coloring book will pick up on the themes associated with Thanksgiving and relate them to the fact of an abundant world in which there is enough for everyone to "sit down together" at a full table.

Background Information

The usual Thanksgiving story forms the backdrop for this exercise; the special emphasis that relates the story to the assignment is on abundance for all - Indians and settlers serving as a model for the developing and developed peoples of the world.

Materials

- Paper for sketching and doing a final drawing.
- Pencils, magic marker, pen or charcoal for drawing.

Procedure

1. Ask students to imagine the perfect Thanksgiving meal. Next, imagine a gigantic table with every kind of food imaginable on it: the cooked foods of familiar cultures like Italy and Mexico, raw foods right from the tree or garden, grains and meals and beans of all kinds, eggs and meat, cheese and milk and butter, etc.

2. On the blackboard, draw and explain the following chart that shows how food is distributed in the world:

If there were a class of 40 students and you divided up a bag of M & M's according to how all this food abundance is currently distributed in the world, here's how it would look:

Countries	No. of Students	No. of M & M's
Asia	24	5
Africa and Middle East	3	1
Soviet Countries	3	5
South America	3	1.5
Europe	5	14
North America	2	11

3. Explain that is is possible to more than feed everybody with what is available on earth today - if their world wants to. The world can eat equally from the table of abundance.

4. The coloring book: the students will now create a coloring book that is designed to let younger children know that there is enough food for everyone in the world, and we can all share in it together. Each student does one page of the coloring book, choosing an image and a message to write along with the image. Possible images might include: a table covered with food sitting on top of the world; the message "Enough Food For The Whole World", or "Imagine a World Without Hunger"; children of different colors and in different kinds of costumes all holding onto a big bowl of food with the message "Food for the one human family."

5. If there is time, students might organize their drawings into several coloring books; the criteria for organizing the books should be variety and how widely the subject is covered.

Impact Projects

* This coloring book project is an Impact Project the minute the books are prepared for younger children to use them. A good class project would be getting the drawings ready for copying, stapling the books together, and even taking them to some elementary classes and instructing the students on what the message of abundance and fair distribution is.

Winter Holidays
Grades K-6

Objectives

Students will:
- Learn about the relationship between hunger and poverty.
- Make a gift for a child who suffers from the hunger/poverty problem.

Teacher Background

This is a project where the children make gifts for children their same age who have little likelihood of receiving a lot of presents for the holidays. To be sure that the gifts will be given to those children, you should contact a local agency that distributes holiday packages to the needy and be assured the gifts will be used.

In schools with a significant number of children whose families are below the poverty line, the gifts can be exchanged among members of the class or between members of different classes; a few children may receive gifts they don't really need, but it is better for that to happen than to publicly identify children who are poor and thus humiliate them.

Background Information

Review the curriculum section "Why Are They Hungry?". It may also help to look at "Hunger in America" (p. 3-4).

Materials and Procedures K-3

Children should bring (or can be supplied with) an old sock - either without holes or darned up. The sock will be turned into a doll and stuffed with old paper, rags, old nylon stockings, or whatever you can provide. You will also need rubber bands to bind up the bottom and bits and pieces of material, felt, foil and the like, to make the face. Hair can be bits of yarn. The pieces can be stuck on the doll with glue.

1. Read aloud to the children the following actual quotes from poor children:*

   A boy of ten says: "No money in the house today? Don't worry. I'll go see if I can sell some scrap, and then we'll buy bread and jelly."

   Susie, a ten year old girl, says: "People throw all kinds of stuff away. And the stores throw out all the bad food. Some people go and look through the garbage for food. They eat it because they're so hungry."

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* The quotes are from Children of Our Time: The Children of the Fourth World. A.T.D. Fourth World, Edwin Mellen Press, Lewiston, NY 1981.

Some other quotes: "I'd like to live in a place where there are clean walls, lots of room and where it is nice and quiet ....and there would be grass for us to play on." "In my house there would be beautiful plates because ours are all broken, and plenty of chairs because we don't have enough."

Tell the children that all of these quotes are from children who are very poor, and that people who are very poor are the ones who are also hungry. Hungry people are not people who have much money; where you find a hungry person you will find a poor person.

2. This next step may or may not be appropriate - it all depends upon the class makeup and the teacher's rapport with the class. It may be possible to hold a brief discussion about poverty insofar as the children have seen or experienced it. This requires great sensitivity so that no child becomes embarrassed at being labelled "poor" or appearing to be poor compared to other children. When in doubt, omit this step.

3. Now tell the children that holidays are a time when people try to share with children who are poor and hungry, and that the greatest gift you can give is one you make yourself. If yours is a poverty-level school, just tell the children that the holidays are a good time for sharing, and that if everybody shares more there will be no more poverty and hunger. Whatever will be done with the dolls (given to local agencies or exchanged among the students) should now be conveyed to the children.

4. Construct the dolls in whatever procedure is best for you and your classroom.

5. The children should write tiny "cards" to go with the dolls - "To a new friend from _________." The dolls can then be collected for redistribution either to an agency or to be exchanged in the school itself.

Materials and Procedures 4-6

This is a replication of the K-3 unit, but given at the students' increased level of ability. The presentation on the relationship between poverty and hunger can rely more in this case on the background information from the curriculum, and there could be a fruitful general discussion about what these older and more experienced students have seen or heard or read that gives them their own perception of what poverty is like. They might also have some thoughts on how society treats the poor - and why the poor are poor.

The gift-making process itself is a little different.

The Gift

Instead of a sock-doll, students will be asked to construct a unique gift of his or her own design. Materials to have on hand could include bits of wood, old toy parts, colored paper, etc. Possible toys could be: a musical instrument (a drum, a pipe to blow through with finger holes, a mock guitar); a truck with moveable parts; a fancy or funny holiday card with windows that open to reveal jokes or a center pop-up; a fancy sock-doll with parts tied off so that the doll has a body, etc.

The rest of the process is the same as the K-3 program.

Impact Projects K-6

- This project really is an Impact Project already. It can be expanded by involving other classes at various grade levels in a large-scale gift-collection and redistribution in the school or community.
- A related idea is a food drive which would support a local agency.
- After the holidays, students could hold a toy swap - pooling all the toys they're already tired of, or received duplicates of, and then doing an exchange.

Valentine's Day
Grades K-6

Objectives

Students will:
- Increase their ability to imagine and empathize with children in circumstances different from their own.
- Learn that their concern can affect the world hunger situation.
- Produce Valentines to be sent to children in a developing area.
- Join with children of other school systems for a united effort to have an effect on hunger.

Teacher Background

The "Valentine Vision" exercise is conducted in schools throughout the United States. It is based upon a visualization led by the teacher. Children then create Valentines that reflect what they felt during the visualization. Valentines can be mailed to children in any developing area - in the USA or overseas. For more information and the address of a school in another country to which you can mail the Valentines, contact the project's founder and director: Katherine R. Peebles, 50 West Cedar Street, Boston, MA 02114.

Background Information

General basics of the world hunger situation as described in the background information sections, especially sections one and two (pp. 1 to 12).

Materials

- Heart and circle patterns to produce the symbol used by children doing this exercise throughout the country: a heart contained within a circle.
- Paper, glue, scissors - whatever is available for making Valentines.
- Mailing envelopes and postage.

Procedure

1. General discussion about world hunger and especially the plight of children: they get the least to eat, get ill a great deal, rarely get to go to school or have much to play with, often have to do very hard work most of the day, and have to watch as their parents struggle endlessly to try to keep everybody fed.

2. Discussion of how the will is generated to change the world: when a number of individuals all have the same intention and work together to achieve the same result, things change. How does that begin? By single people - of every and any age - wanting change to occur. Every time one person wants change very strongly, it's like a stone dropped in a pond - the ripples fan out and the invisible wanting affects others who are right on the verge of wanting the same thing. Most of the children in class will have had the experience of thinking very hard about something and finding that somebody comes up and begins talking about exactly what you were thinking.

   That's how it works. If you concentrate on a world where the children are all fed, and if you can try to help in some way, it will happen.

3. Introduction to the visualization. Mention the reason for sending Valentines - to express love and concern and good will. The children can be told that children all over the country are doing this same exercise on the same day, and that by all doing it together they will have a great deal of effect on the world. After the visualization, the children will make Valentines for children in other countries.

4. The visualization: In your own words, lead the children through a visualization of a big dining room table with wonderful treats on it - all the foods the children love best. They then picture inviting to the Valentine party table all of the people they are sending Valentines to and the people they'd like to send Valentines to.

   Next they envision inviting children they don't know from strange places around the world to come and to bring with them anything they'd like to contribute to the Valentine table. The children should notice how these unfamiliar children look - how they are dressed, what they bring, what their faces are like. Everybody at the table is having a wonderful time - getting all they want to eat and having great fun. Finally everybody thanks everyone for being there and they all agree to help create a world in which nobody will ever be hungry again. The children say goodbye to one another - but keep their eyes closed.

   For another minute they just sit silently and think about what it will be like when all children on the planet have enough to eat.

   NOTE: When conducting the visualization, be sure to speak soothingly and to leave pauses after you've asked the children to see something. The visualization should take about 10 to 15 minutes.

5. Discussion of the experience. Many children will actually envision "guests" they have never known before - and in great detail. It is important to accept the reality of this experience and encourage children to speak freely about it.

6. Make Valentines for children in other countries and collect them to be mailed. Students can write whatever they want on the Valentines and decorate them in their own way.

Impact Projects

* This process could be used as the basis of a pen-pal relationship with a child in a developing area - in the USA or overseas.

* Photographs of the children sending the Valentines could be taken and mailed along with the Valentines; if the mailing is sent to a school or center in a developing area where there are literate children or where there are adults to help them read their mail, the class could ask whether it would be possible to get some photos back, or some drawings made by the children.

Spring Holidays
Grades K-3

Objectives

Students will:
* Go through the basic processes of planting a food.
* Learn what makes plants grow and what problems arise for the world's farmers.
* Relate the spring holiday celebrations to the cycle of regeneration and planting around the world.

Teacher Information

Students will be planting some seeds and finding out what it takes to give plants a good start. They will be doing their planting as a celebration of the spring holidays, which all commemorate as the cycle of regeneration, a cycle known and understood around the world. They will be dedicating their plants to the hungry, and committing any food grown to someone who needs it.

Background Materials

Some seeds of an easy-to-grow food plant: radishes, lettuce or spinach are fast-growing, hearty crops. A container in which to grow them, with drainage of some kind (if the container has holes in the bottom and a saucer underneath, that will do), and potting soil. The container should reside in a sunny part of the room - or at least where there is good light. There should also be some form of fertilizer.

Procedure

1. Tell the students about the link between the spring holidays (Easter and Passover) and the cycle of regeneration and rebirth (of which the Easter egg is a symbol), and that it is the time when new things are started - including plants. This is true everywhere in the world, even though spring may come at a different time in different places.

2. Give them a very brief description of the problems people have getting food to grow: it can be too moist or dry, the soil can be very poor (not enough nutrients in it), very hard or full of clay, the growing season can be extremely short (as it is in the northern climates) so that it is cold most of the time; or the soil can be damanged from the past misuse and be unfit for food production. The point to convey is that while everyone wants to grow food in their spring, not everyone can, and some can only with a lot of help.

3. Describe the food-growing project in the classroom: students will see what it takes to get a food crop going and to keep it going, how right all the conditions must be, and how much work is put in by food growers.

4. Divide the class into committees: a soil committee to keep track of whether the soil is too dry or wet or is eroding away; a water committee to keep plants watered; a light committee to see if they can tell whether the plant gets the right kind and amount of light; a climate committee to see whether conditions in the room are affecting the plant; a bug committee to watch for bugs and figure out what to do about them.

5. Explain that anything that grows will be eaten by the class in a harvest/sharing party.

6. Plant the seeds. This process can be made into a little ritual or ceremony, with the children speaking to the plants and the soil and asking them to produce; this is what many peoples in the world do. The children need to have pointed out to them the role of soil, water, light, climate and the problem of pests, and the committees instructed on how to do their job as time goes by.

   The seed packet will have directions on how to plant, when to expect generation, and how long the crop takes.

   Whether the crop grows or not, valuable lessons can be learned about the process itself and how hard people all over the world are trying - often in very harsh conditions - to feed themselves.

Impact Projects

* This actually is an Impact Project and has built in an ongoing process. The children could replicate the project at home, or expand it within the classroom. There are numerous books on window-box food-growing to help any teacher who is really interested in pursuing this project.

Spring Holidays
Grades 4-6

Objectives

Students will:
- Compare traditional American food values with those of other countries.
- Familiarize themselves with the location of 9 countries on the world map.
- Learn about staple meals served in other countries.

Teacher Information

The spring holidays (Easter and Passover) remind everyone that the period of regeneration and rebirth is upon us - perfectly symbolized by the Easter egg.

This yearly cycle is observed in other countries too, though the foods they produce and eat may be considerably different from ours. In this unit, students will find out what people in some other countries eat, and then take another look at their own food likes and dislikes - using the food commonly eaten during the spring holidays - from the point of view of somebody who does not share their taste.

Background Materials

Hand out to the students the information sheet called "Eating Food" and "Forbidden Food" (pp. 74-5).

Procedure

1. Discuss with the students the link between the spring holidays and the food planting cycle - a universal phenomenon. They should be told that cultures plant the food that the public has been conditioned to want, and you might ask the students what conditions their food taste: parents? ads? what friends do? what tastes best? The point of this introduction is to establish that other cultures produce very different foods because their tastes are traditional and formed by their own cultural processes over a long period of time - like ours are.

2. As examples of this difference, hand out the background material provided with this unit and go over with the students the information it contains; point out on the map where these cultures are.

3. Now we shift to the children's food tastes; you can follow the discussion outline under "Forbidden Food." In the same vein, ask the students how some of the meals described above sound to them, and how, in addition, meals with insects, tree bark and seaweed sound.

4. Ask the students to describe all of the foods they associate with their spring holiday (answers could range from the Easter egg and chocolate bunny, through the traditional Easter meal following Easter Sunday services, to the Passover meal).

5. Next, students should imagine they have just come to our planet - like E.T. - as a visitor, and are confronted with the spring holiday meal. Have them try to describe this meal from the point of view of someone who never saw any of these foods before and is trying to figure out where they came from and what they're made of. For example: an Easter ham, a matzoh, a chocolate bunny or painted egg would certainly take some explaining. Do they come out of the ground like that? Why would anyone want to eat them? Would the visitor really think it pleasant to eat a dead pig?

6. Conclude by asking each child to write down one food he or she now looks at a little differently because of this discussion. It could be a familiar American food or a strange food eaten in another land. The students should write a single sentence about why he or she feels this way. If the child's views have not changed, he or she is free to say that - and a sentence about why. Collect the statements.

Impact Projects

- Students could sponsor an "International Luncheon" during one lunch period, in which children in the school brought to lunch one food that is not commonly served in the school and which is not a traditional American food.

- The class could follow up on this unit by researching the food grown and eaten in one particular country - possibly a country from which one or more students in the class have come, are descended, or have visited. The results of the research could be made available to other classes for a geography unit.

- The class could write and put on a plan acting out the visit to America by an E.T. figure and the visitor's amusing reactions to American food.

EATING FOOD*

Look at the world map below and the nations marked on the map. We will briefly visit each of them and see what a typical meal is in each nation.

Russia
Japan
China
Russia
Greece
Tunisia
Ethiopia
Peru
Brazil

IN ASIA

China: A family in China might eat steamed rice or noodles with vegetables, eggs, or fish. Sometimes they put on a soya bean sauce.

Japan: In Japan you might see boiled rice, fish, vegetables, and fresh fruit. The fish is either lightly fried, stewed, or raw. Raw fish is called "sushi".

IN AFRICA

Ethiopia: The people of Ethiopia eat a special kind of bread called "injera", which is chewy and looks like a flat pancake. With the injera they may make a vegetable stew called "wat", which has hot peppers and other spices. They drink water, for only rich people can afford milk. They may have some fruit for dessert.

Tunisia: A Tunisian family may together eat a bowl of "couscous", which is ground wheat that is boiled and then eaten with a vegetable or meat sauce.

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* These materials are taken, with permission, from Food We Need and How to Get It (grades 4-6), a hunger curriculum produced by Global Perspectives in Education (details in resource section).

IN LATIN AMERICA

Brazil: In Brazil, like many other Latin American countries, the main meal is in the middle of the day. A lunch might be boiled rice and mashed black beans, tomato salad, and a chicken dish. Everyone may drink water with a little lime juice added.

Peru: Like many Latin Americans, Peruvians eat special pancakes called "tortillas" filled with potato spiced with hot peppers and lemon.

IN EUROPE

Russia: In northern Russia you may have black rye bread, boiled potatoes, and vegetable soup for dinner. But before that you might also have your first course, which may be raw frozen fish dipped in a mustard sauce.

Greece: A lunch or dinner might include cheese, bread, olives, fruit, and meat-kabobs on a stick.

FORBIDDEN FOOD

Are there any foods that you will not eat because you do not like them? Dislike is one reason we do not eat certain foods. Another reason is that a food may be unhealthy. Can you think of examples?

Many people in different countries of the world do not eat certain foods for religious reasons, that is, their religion says the food should not be eaten. People in the Muslim religion feel that pigs are unclean and should not be eaten. In India, those who belong to the Hindu religion will not eat beef because cows are thought to be sacred. Can you think of other examples?

Sometimes we do not eat certain foods because they do not seem like food to us. Examples are insects, tree bark, and seaweed. People elsewhere in the world eat these things. To them, eating hot dogs or bubbly soda might seem disgusting.

Social Studies: Instructions to the Teacher

There are three week-long lesson series in this section, each geared to a different level of student sophistication, and each reflecting a different approach to the material. The first series can be used with the younger secondary student or the older student working at a junior high school level of competence. The second is appropriate for the high-performance junior high school student or the younger senior high school class (approximately 9th and 10th grade abilities). Series three is designed for advanced classes. All are designed to reinforce the content and methodology of a traditional Social Studies curriculum.

All of these materials are written directly to the student, and can be either handed out to the class or read aloud by the instructor. In these materials you will find indications of what information from the background information section is necessary to a given lesson and you can either photocopy the relevant materials or summarize them yourself and give the students the information in any way you see fit.

It is helpful to read through all three series before you select one for your class. You may find you prefer to mix and match elements of several lessons, or to use bits and pieces, creating your own lesson plans for the remainder. Each series is divided in 5 steps: each step is planned for completion in a single class period, but you can expand the lesson if your time frame permits.

What follows is an overview of each series - including the performance objectives for that series, and a few notes on making the lessons most effective. After the overview the lesson plans begin with Series I, followed by Series II and III.

SERIES I

Objectives

Students will:

* discover and express their own values regarding world hunger.
* apply information on world hunger to the process of producing social change.
* increase communication skills commonly needed for public participation in the social process.
* assess attitudes that maintain the societal structure perpetuating world hunger.
* enact the democratic process by which public opinion becomes social policy.

Background Information needed: Sections 1, 2, 5, 6

This series emphasizes student participation, value assessment, and self-expression. The teacher's primary function here is to guide class discussion and oversee the process on the Town Meeting simulation.

SERIES II

Objectives

Students will:
- analyze complex data about the causes of and solutions to world hunger.
- assess common public perceptions about the world hunger situation.
- demonstrate sensitivity to a culture different from their own.
- increase research skills necessary to formulating enlightened opinions on social matters.

Background Information needed: Sections 1, 2, 3, 5, 6

This series focuses on applying analytical skills in the social sciences to understanding the world hunger situation as a social, political and economic problem. The teacher runs some class discussion, provides a fair amount of background information - some of it copied for the student's immediate use, and organizes the group process that will eventuate in the rewritten Maria's Story. The rewriting task could be organized around the case study of a hungry American, if the teacher prefers, and can produce an equivalent story.

One element of the series is a student poll on world hunger. The answers to this Student Poll (questions 1 through 8) are: 1-C; 2-C; 3-A; 4-B; 5-D; 6-D; 7-C; 8-C; 9 and 10 require value judgements and have no right or wrong answers.

SERIES III

Objectives

Students will:
- demonstrate self-directed study and personal responsibility for learning complex information.
- participate cooperatively in a lengthy group process.
- produce a simulation of a governmental hearing on world hunger.
- internalize and express significant aspects of the social, political and economic elements involved in alleviating hunger.
- demonstrate the ability to identify with a social perspective that may be different from their own.

Background Information needed: Sections 1 - 7

In this series, a high degree of autonomous learning is required for many of the tasks. Most of the details of this simulation are left to the imagination of teacher and student working together. In choosing the actors in this drama, the teacher has a difficult task - to strike a balance between the self-selection process and the need to identify students who will be competent enough to enact the role. Especially important is the selection of the two students who will join the teacher as committee members and make the ultimate decision as to whose argument wins the day. For this simulation, a fair amount of the background information section will have to be made available to the students for their research and group planning.

Series I

STEP 1

You and your class are going to talk about who in the world is hungry. And why. As you come up with ideas, the teacher will jot them down on the board. Some of the questions you could be asking yourselves are:

1. Are there people in this country who are really hungry? If so, who are they, where are they, and why are they hungry? Are they lazy? Are people stealing from them? Is there really enough food for them if they'd make an effort to get it? Are they getting any help? Will there always be hungry people in America?

2. Is anyone hungry in your community? How do you know? Do you feel sorry for them or do you feel uncomfortable thinking about them or seeing them? Why is there hunger in your area? Can anything be done? Does hunger affect your school?

3. About how many people do you think might be hungry outside America? Where are they mainly located? What caused their hunger? Is there anything being done about it? Besides the fact that it's sad when people suffer, does it affect us as Americans if people outside the country go hungry?

Now, look at what experts in the field know about who's hungry and why. This information is found on pages 1 to 12 of the text. Your teacher will go over this material with you.

Our next task is to find out what kinds of things people are hearing about food and hunger - so we will better understand what it will take to get the real truth known and get people doing something about it.

HOMEWORK

Become a reporter from Mars, here on assignment from the Martian Gazette to find out what Americans think about food and hunger. What you're looking for are signs of people's ideas on eating (what's good to eat, how much one should eat, what a well-fed person looks and acts like, etc.) and on hunger. Do Americans act as though hunger exists? Do they pay much attention to the problem? Do they adjust their own eating habits if they know people are hungry?

How to find this out? By asking a lot of questions of everyone you see between now and tomorrow's class; by watching television to see how food, eating and hunger are treated on the TV shows, commercials, news shows; by looking through any newspapers and magazines you might have on hand for stories and ads about food and hunger, etc.

Take some notes. Or if you're around a tape recorder, record what people say. Be prepared to talk about all of this tomorrow.

STEP 2

You will be divided into small groups; one person in each group needs to act as note-taker. For 15 minutes share with one another what you discovered in your reporting job. The note-taker should put down the attitudes that showed up over and over as the members of the group did their research.

With the class together, each note-taker should quickly report the major attitudes group members found in the course of their research.

The teacher will go over with you the Myths about Hunger found on pages 11 and 12 of the information section. Did any of these myths appear in the research you did? Which showed up the most?

STEP 3

Today the class will prepare to be transformed into a town meeting in Middle America, USA.

The purpose of the meeting is to decide how the town should use a $50,000 surplus it has set aside to deal with world hunger. Before the meeting are the following agenda items:

1. Whether the focus of the hunger effort should be the hungry at home or in the Third World.
2. Whether the money should go for direct feeding programs to the hungry, or to educate the public about hunger, or to assist in self-help programs.
3. Whether the town should pass a resolution calling upon the American government to change its food policies toward the hungry in America and overseas.

Your teacher and three students will serve as a panel of expert witnesses whom the audience may question. The audience itself is divided into these groups of two people each:

Group 1 Those who advocate feeding the hungry in America first.

Group 2 Those who believe we should be devoting just as much energy to the hungry people in the Third World as to those in America.

Group 3 People who want any extra money to go directly to feeding the hungry; they don't care whether it goes right into a soup kitchen or into the hands of a charitable organization first, or to community self-help groups - just so long as it reaches the hungry.

Group 4 People who believe we must educate the public with extra money, since the hunger situation will never be ended so long as people are ignorant about it.

Group 5 Those who hold that all available resources should go directly to self-help groups from the community that is hungry so that they can create and carry out their own plan to overcome hunger.

Group 6 Advocates of present government policy regarding food aid in America and overseas.

Group 7 Those who want the government's policies changed so that more free food is distributed to the hungry here and abroad, and hungry people can get food easily without having to go through so much red tape.

The remainder of the class serves as the townspeople who are without a definite opinion yet on the matter.

Procedure: For the rest of the day work in your assigned groups and prepare for the meeting tomorrow. The teacher and three expert witnesses will prepare themselves on the agenda items by studying the information section of the text. The groups of two will talk over their position and prepare a brief statement to be made at the opening of the meeting. The audience needs to prepare a list of questions it wants answered by the teacher and three experts so that it will know whose positions to support - this is important, since it is the audience who will do the voting on which positions the town should take and what it should do with its money.

STEP 4

With the teacher or appointed student acting as the Town Meeting Chair, the meeting is called to order and the agenda items read.

Next, the chair calls upon each group of two to make a very brief (two minute) statement of its position. The chair should set a time limit for debating each agenda item.

Now there are questions from the townspeople to the expert witnesses regarding the various groups' positions. Members of the groups can briefly debate what the witness says - the amount of debate is up to the chair. Any witness can answer any question, depending on who knows the most about the issue.

After the agenda items have all been covered, the chair calls a vote on each agenda item. Only townspeople may vote. The tally is read to the entire class.

STEP 5

Discuss the Town Meeting.

Now, based upon what you have learned and upon your own beliefs, write a draft letter to your Congressional Representative. In this letter express your own feelings about the hunger situation; if you like the way hunger is being treated by the public and the government, tell your representative what you like and why. If you think things should be changed, say what needs changing and why.

Try to do this task as though you were guaranteed that the representative would read it and take it seriously. Say what you really mean - not what you think anyone else wants you to say.

At the end of the period, discuss in class whether it's a good idea to send any or all of these letters (prepared neatly and legibly) to your representative. If you decide to do so, formulate a plan for getting it done.

Series II

STEP 1

Complete the Student Poll on World Hunger (p. 84); tally the answers on the board. The teacher has answers 1 to 8 in the curriculum; answers 9 and 10 reflect your own opinion and don't really have right or wrong answers.

Questions for Discussion:

1. From what you've seen of student answers to this poll, what would you predict the general state of knowledge about this problem to be with regard to the general public?
2. How do we get what information we may have about world hunger?
3. What kind of information needs to be available - and what form should it be in so that people know more about the problem?
4. How close or remote does this issue seem to you? Do you think most Americans feel the same way? Most students?

HOMEWORK

Take this poll and try it out on as many people as possible before class tomorrow. Keep a tally of their responses. Be sure to give them the correct answers after they have finished. Evaluate the responses as you did the class poll. Were the results similar to those in your classroom?

STEP 2

The poll you took and conducted exemplifies the kind of information - and misinformation - that people who work on world hunger are dealing with. There are a number of basic facts regarding world hunger that any informed citizen should be aware of. To understand who is hungry and why they are hungry, go over with your teacher the material found on pages 1 to 12 of the background information section.

Pay special attention to the myths that perpetuate hunger. In the poll you conducted yesterday, is there an indication that people you polled believe some of these myths? Discuss this with the class. Have you any idea why some of these myths are so well-established in people's minds? Are you surprised to learn the truth? Do you disagree with any of the "truths" presented by the text? Why?

STEP 3

Read the Story of Maria (p. 85).

Using the information you learned yesterday, assign one or more causes to each paragraph of this case study. Keep in mind such factors as colonialism, lack of infrastructure, poor health care and sanitation, limited educational opportunities, poor food technology, badly distributed food resources, militarization, economic factors, and politics.

Class Discussion: Why is Maria's situation so difficult? How typical do you think her case is? Does her case have any relevance to the plight of the hungry in the United States.?

STEP 4

You are going to prepare to rewrite Maria's story as it would look if world society found solutions for each of the problems she describes.

Here is a sample rewrite of paragraph 3.

Paragraph 3:

> "The government bought some rich land from the fruit company and divided it among the campesinos; then they invited some expert farmers from Argentina to travel through our villages and teach us how to prevent soil eroson."

To do this, you will divide into groups; each group will take one paragraph of the story, analyze what it would take to solve the problems posed in the paragraph, and then rewrite the paragraph. This will take two class periods. In this period you can do the research needed for your revision. In the next period, you can rewrite the paragraph and then go through the entire revised story again, each group reading its own paragraph aloud to the rest of the class.

Your teacher will provide each group with one copy of the text material "What Is Being Done About Hunger" and "Ending Hunger." Look through the material and find sections that address the problems suggested by your assigned paragraph of the story. You can do this by dividing up the material among members of your group, or going through all of it together.

Finish off your research by doing a brief outline of the major points you will need to cover in your revision of the paragraph.

STEP 5

Rewrite your group paragraph. Try to keep it in the style of the original and as brief as possible.

Now, taking each paragraph in order, have a member of each group read the group's revision aloud to the class until the whole story has been reconstructed.

STUDENT POLL ON WORLD HUNGER

Directions: Circle the letter of the answer that you think best completes the question.

1. Approximately what % of people in the world are hungry?	A. 2%	B. 10%	C. 25%	D. 50%
2. Approximately how many people die from hunger-related causes each year?	A. 200,000	B. 1.8 million	C. 15-20 million	D. 50 million
3. Where is most hunger located?	A. South of the equator	B. North of the equator	C. Eastern Hemisphere	D. Western Hemisphere
4. What % of Americans are undernourished?	A. 1-2%	B. 10-20%	C. 50%	D. None
5. How much food is grown each year for the world's population?	A. Far too little	B. Almost enough	C. Enough	D. More than enough
6. Are solutions to the world food problem readily available?	A. No, there are no solutions	B. Almost developed and will be in the next 10 years.	C. Available but cost too much.	D. Yes, readily available
7. By what date do experts think the world hunger problem can be ended?	A. Never	B. 1984	C. 2000	D. 2083
8. The major cause of world hunger is...	A. Economic	B. Political	C. Attitudinal	D. Social
9. Compared to other major world problems, hunger is...	A. the worst	B. one of many important concerns	C. of little importance	D. unimportant
10. In my opinion, the most important person in the job of ending world hunger is...	A. the President	B. Me	C. the Secretary General of the UN	D. the Pope

MARIA'S STORY *

My name is Maria Olana. I am a campesina -- a peasant girl. I live on a small farm 17 miles outside of Santa Roas de Copan, Honduras, with my parents and six brothers and sisters. I once had two other brothers and another sister but they died. The most recent death was my very young sister Rosa. This past winter, Rosa had diarrhea for 14 days. She kept losing weight and weighed only seven pounds when she died. I cried and cried. When Rosa got sick, we went to our friend Cortia who helps cure us. She told us that there was a cure for Rosa but it would cost 100 Lempira or about $50 U.S. -- we just didn't have the money. We also can't afford the medicine to cure the Dengue Fever which my father has all the time. Sometimes it's so bad, he can't even work.

Our farm is on a steep hilside. We have one manzana, or about one and one-half acres of land. We do not own the land -- we lease it from Mr. Mendez who lives in Santa Rosa. When times are good, we have plenty to eat. Our farm grows corn and beans, and we raise some chickens. There are also some banana and orange trees nearby which give us fruit. My father sells some of the corn and some eggs to buy rice, material for clothing, and a few tools. Times are not good now, though. The rains this year were extra heavy and much of our corn crop was washed down the hillside. Many of our chickens have died and all we have to eat are a few beans and some bananas. My father put in a new corn crop but some kind of insect seems to be eating the corn before it gets very big.

We would love to get some of the rich land in the valley so that we could grow more and our crops wouldn't keep being washed away by the rains. But, of course, all the valley land is owned by the fruit company. My oldest brother, Carlos, used to work for the fruit company in the pineapple fields. He would earn eight Lempiras a day which really helped our family through the tough times. Last month, though, Carlos lost his job. The people at the fruit company told him that, because of something called a recession, people in North America were not buying as many pineapples and fewer people were needed to work the fields. Without the money from Carlos, I am afraid that this will be the toughest time ever.

A man from the government came to see us last week. He told us about a new kind of corn that we could plant which did not grow as tall as the ones we are used to. He said that the short plants would be less likely to wash away and that they also produced about three times as much corn. My father was very excited until he found out that, in order to use this corn, he would have to buy chemicals to fertilize the plants and protect them from diseases. "The new plants would give us a chance to get ahead," my father said, but we all knew there wasn't any way we could get started with them.

Late at night, my father meets with other campesinos to talk about something called land reform. They say that if they make their demands loud enough, the government will give them rich land in the valley. I am frightened when they meet. There are many soldiers in our area now...and I have heard that the soldiers often break up meetings like the ones my father has, and put people in jail. Land reform sounds wonderful but I don't know if it is worth losing my father for it.

MARIA'S STORY (continued)

In tough times like this, all that is left is to dream. I have heard that if one learns to read and write, it is possible to get a good job in the city. I went to school two years ago, and I was told I was very smart. I really liked school but my father said he needed me more to work on the farm. He does not understand why I want to learn to read and write. He says that girls only need to know how to cook, gather firewood, and make clothes. Maybe he is right but I do not think so. Some day I will find a way to make life better for my children than it has been for me.

* This story is ficticious, but reflects actual family situations in Honduras and other developing countries. It was prepared by Jeffrey Goldberg of the Beginners Guide to Ending Hunger, an educational group in Boston. This story was published in Impact on World Hunger, a curriculum prepared jointly by Impact on Hunger and the New York City Board of Education.

Series III

The objective of this entire week's activities will be to hold a Congressional Hearing on the world hunger situation. The first three days of the week are to be spent working in groups to gather data for the hearing and the last two days will constitute the hearing itself.

Testifying at the hearing will be:

1. A representative of the administration making the case that the American people are well aware of the world hunger situation and are content to continue present domestic and foreign policies regarding hunger.
2. A member of the House of Representatives who is introducing legislation to increase food aid, support American research into food technologies, and make more money available to governments of hungry nations.
3. The director of the Citizen's Committee on Domestic Hunger, who believes that it is an outrage for hunger to exist in so wealthy a nation as America; and that our resources should be directed first and foremost toward American hunger before we consider putting more resources into allievating hunger abroad.
4. The spokesperson for the Community Food Project in India, which is creating farmers cooperatives and other self-help movements which are pressuring the Indian government to respond directly to its people's needs; this spokesperson takes the position that wealthy nations have an obligation to assist peoples - rather than governments - to attain their own self-determined goals.
5. A Field Director for End Hunger Now, a private voluntary international organization giving on-site assistance to the poorest and hungriest people; the Director is seeking public and private support to deal with the long-term, underlying problems produced by poverty in the Third World.

The teacher will select two students to serve as evaluators who will, with the teacher (who acts as hearing moderator also) decide which representative has made the most convincing presentation and therefore, who the House should support with funding.

Procedure to Prepare for the Hearing

1. Select the players and divide up into 5 groups, one supporting group for each player. The group will, at the hearing, constitute staff members who may, at the request of the player, present added material or help supply additional data.

2. Having formed a group and identified the group's perspective (which will be the perspective of the particular expert witness), the group must gather background information. That information can come from two sources:

   a) the material of the text supplied in the curriculum under Background Information.
   b) experience outside the classroom with friends, parents, the media, and any knowledgeable persons on the subject of hunger.

3. Groups may wish to study not only the material that bears upon their own position, but upon the positions of other groups so that a more forceful and convincing argument can be constructed.

Helpful Hints

** Most arguments are won by a combination of concrete, factual details and well-reasoned positions. They are also strengthened by statistical evidence and by use of examples.

** Congressional hearings are usually characterized by the presentation of a given witness, followed by questions from the committee chair and committee members. This would be a useful format to follow in this case also. When time allows, there is often limited debate between witnesses, but the chair must determine how much time is available for that kind of activity, as well as for each presentation.

** Staff should be prepared to jump in with concrete data any time the witness needs support. This means the staff must be fully aware of the whole subject on which its witness will speak.

** A little research into recent newspaper articles and news broadcasts should help clarify the present attitude of the American government and the general views of hunger held by the American people. All of the other positions can be developed from material in the text.

The Hearing

The teacher and two students who constitute the House Committee Chair and Committee Members run the show. The Chair alone determines how much time any witness has or how many questions a committee member may ask.

Staff should sit in their groups with their representative (witness) among them. They may take notes on previous testimony, but discussion should be delayed during testimony.

The first day of hearings should be devoted to the three American witnesses; the second day to the witnesses from India and from the international voluntary agency.

It might be wise to tape the hearing, if possible, for future reference.

* * * * * *

The remaining details are left to the joint imaginations of teacher and class.

GOOD LUCK!

Follow-up: The Social Studies Program and Class-Action Projects

Having completed the teaching component of a given series, you may wish to follow up with class-action projects based upon some of the suggestions listed below. For guidelines on forming and carrying out school-wide Impact Projects see page 128.

SERIES I

The groundwork is laid in this series for a class action project in which students write to their elected representatives - local or national. An alternative or addition is for students to use the results of their polling of family and friends as the basis for an article or letter to the student or community newspaper.

After this series, the students could set up a town meeting on a school-wide basis as an educational exercise to sensitize the school community to the value issues that surround the whole hunger problem when it is experienced by the average American.

SERIES II

The Story of Maria - before and after - could become the basis of an Impact Project in which students make presentations to other social studies classes, perhaps even constructing a modest dramatic setting. The exercise could also be suggested to language arts students as the basis for an Impact Project in which a whole play or series of readings was built around Maria's problems and their solutions.

SERIES III

The Congressional Hearing would make an excellent presentation for a school assembly or could be expanded to involve other students in the school. The hearing might be video taped or put on audio tape and made available to other schools - or even sent to the Congressional Representative from the area.

Another version of the Hearing that could be presented to the whole student body, is a hearing using real representatives of the various positions from the local community. The student body would constitute the Committee and would finally vote on whose position was most convincing.

Language Arts: Instructions to the Teacher

There are three week-long lesson series in this section, each geared to a different level of student sophistication, and each reflecting a different approach to the material. The first series can be used with the younger secondary student or the older student working at a junior high school level of competence. The second is appropriate for the high-performance junior high school student or the younger senior high school class (approximately 9th and 10th grade abilities). Series three is designed for advanced classes. All are designed to reinforce the content and methodology of a traditional Language Arts curriculum.

All of these materials are written directly to the student, and can be either handed out to the class or read aloud by the instructor. In these materials you will find indications of what information from the background section is necessary to a given lesson and you can either photocopy the relevant materials or summarize them yourself and give the students the information in any way you see fit.

It is helpful to read through all three series before you select one for your class. You may find you prefer to mix and match elements of several lessons, or to use bits and pieces, creating your own lesson plans for the remainder. Each series is divided in 5 steps: each step is planned for completion in a single class period, but you can expand the lesson if your time frame permits.

What follows is an overview of each series - including the performance objectives for that series, and a few notes on making the lessons most effective. After the overview the lesson plans begin with Series I, followed by Series II and III.

SERIES I

Objectives

Students will:

- Utilize listening and interviewing skills to asses people's values regarding world hunger.
- Select the verbal or written medium that best reflects their own understanding of the subject.
- Increase their ability to produce a literary or communications vehicle.
- Refine their capacity for communicating the results of their research.

Background Information Needed: Sections 1, 2, 5, 6

The emphasis in this series is on creatively developing a means of communicating the elements involved in overcoming world hunger. Students will have to work together in a relatively brief period of time to produce their presentation, and the teacher will need to keep the group process functioning smoothly. Students may need help in settling on a form of expression; it is also possible that none of the suggested forms will be suitable and others will have to be invented. What the students should receive from the background information section will depend on the nature of their group project and their own ability to use the material. A fairly rigorous adherence to 10 minutes for each group presentation will probably be necessary.

SERIES II

Objectives

Students will:

* Increase their ability to empathize and identify with others as a basis for creative writing.
* Evaluate their own assumptions about hunger against the common facts presented to them.
* Conduct research necessary to creative writing organized around a particular theme.
* Develop increased familiarity with the process of transforming data into a creative literary work.

Background Information Needed: Sections 1, 2, 3

The key concept for this series is the identification with people and their problems that is essential to creative writing touching on social issues. Since all of the research is geared to producing the poem, story, essay, case-study or whatever, you may have to help the student groups grasp the trick of imaginatively casting the person in the photo into a social, political and economic background. You will also need to decide exactly which background materials are appropriate for each group.

SERIES III

Objectives

Students will:

* Increase journalistic skills necessary to reporting the world hunger issue.
* Learn first hand what background it takes to cover a complex social issue.
* Analyze and express their understanding of the major issues involved in world hunger.
* Produce a collection or series of articles suitable for publication.

Background Information Needed: Sections 1 - 7

Most of the details of this series are left to the teacher and student. Much depends upon the class goal and the abilities of the students. A fair amount of extra-curricular work could be encouraged here; a small amount will probably be unavoidable. It will help if the students can see some examples of what journalists have done with the subject of hunger. Newsday, a large newspaper on Long Island, New York, and the N.Y. Times have produced such series. It is also possible to use local newspaper articles on any broad social issue as illustrations. The teacher can introduce as much or as little information about such journalistic issues as objectivity, structuring an article, or conducting an interview as he or she wishes.

Language Arts

SERIES I

STEP 1

For the first lesson in world hunger, you will be dividing into pairs in the classroom and conducting an interview of one another. These are your interview topics:

Interviewer 1: What, in your opinion, is the world hunger situation like today?

Interviewer 2: Tell me what you think it feels like to be hungry.

These are your opening questions - you will think of follow-up questions to ask as the other person talks. Take careful notes of what you hear. Allow 15 minutes each for this exercise.

Now: write up a brief and objective summary of what the other person has said. It is important not to inject your own judgment into this write-up; instead, imagine that you are a reporter and your job is to turn in an accurate account of an important interview to your editor.

Your teacher will review these accounts so that tomorrow the class will learn what most people know about hunger and how they think it feels to be hungry.

STEP 2

Your teacher will share what the interviews revealed about class awareness of world hunger, and give you some information on the subject from the background information section. Listen especially carefully to the short accounts of what it is like to be hungry which are taken from real life. If time allows, selected interviews can be read aloud to the class.

HOMEWORK

From your own experience and from interviewing your family or friends, what are the 5 things you think it will take to put an end to the suffering of hunger? Write down these 5 things.

STEPS 3 and 4

You are going to divide into groups and work together. Your objective will be to give a group presentation to the class for Step 5. The subject of the presentation is: "What It Will Take to End Hunger", and it will be based upon the homework you just did. You can make your group presentation in several ways:

1. You can give a strong speech to move the audience to action.
2. You can put on a mini-drama with a hungry person talking to the President about what he or she needs to live a better life.
3. You could compose a sermon to be given in church by a minister to the congregation.
4. You could turn yourselves into a poor village in the Third World and as the village elders, say what you want the central government to do so that you might feed all your people.
5. You can write and then read aloud a story about a hungry teen-ager in a poor area of the United States who used to be suffering from malnutrition, but who received some help and is now healthy.

It's your choice to do any of these or whatever else you can think of. But your final presentations will have to be about 10 minutes each, so keep that in mind as you do your planning.

To do this group presentation, it will be helpful to review what everybody wrote down for the 5 things that will help end hunger. You will also need access to more of the information from the Background Information section of the text. Your teacher can provide you with copies of that material.

STEP 5

Group by group, make your presentation on "What It Will Take to End Hunger".

SERIES II

STEP 1

Imagine that you are a hungry or malnourished person of about your same age in either a city slum, a very poor rural village, or a migrant workers' camp. It can be anywhere in the world. Now just letting your imagination run free, write a brief autobiography of this person. Say how you feel about your life; what your experience of being hungry is like; how you and your family live; and what your prospects are for the future. Take 15 minutes for this exercise.

To see how accurate your picture was, go over with your teacher the background information from the text on Who Is Hungry? and What it is Like to be Hungry? Listen also as the teacher reads aloud the little vignette on the title page to the second section p. 5, the poem on p. 13, the short accounts of hungry people in America on p. 4. Hearing this, do you find you left anything important out of your autobiography? Had you made some false assumptions? Were you on the right track?

STEPS 2 and 3

For the next two days you will be gathering information to write a fictional but true-to-life piece about someone who is hungry. This time, however, you will have some pictures of people to look at to help your visualization, and you can use any form you choose to convey the person's story: poetry, a short story, another autobiography, a journalist's case study, etc.

Your subject will be slightly different also: this time you will be trying to utilize all of the information you've acquired during this unit to show not only what the person's hunger situation might be, but how it might have gotten that way and what could be done to remedy it.

Now look at the pictures provided in the text on p. 1, and choose one face as the subject of your literary work. To help you prepare for the actual writing, divide up into groups according to who chose which picture. All of those working with one picture can share the effort of doing the basic research and brainstorming together on the essentials of what could be this person's life situation and what solutions there might be for his or her problems. Much of the material you'll need is in the background information section of the text and will be provided by your teacher.

STEP 4

This is the day to begin writing. You will need briefly to outline or sketch out the elements of your writing so that you know more or less what you want to say and in what sequence. You will have until halfway through the period tomorrow to do your writing. If you need to work on the project outside of class, do so. If you can finish in time without doing that, fine.

STEP 5

Finish writing. With about half a class period remaining, there is time for some people to volunteer to read their work to the class.

SERIES III

The objective of this entire unit is to produce a series of articles and editorials on the subject of world hunger. As with all journalistic productions, there is an interesting range of possible formats: interviews, factual reports, columns, editorials, and case studies. What is chosen depends upon the editorial need and upon the capabilities of the writers.

To determine who should write what, you must first decide, as a class, what your objective is. One possibility is to prepare a special issue of the school newspaper devoted entirely to the subject of world hunger. Another is to produce a special class magazine on the subject. Still another is to create a ready file of usable articles, editorials and interviews that can be inserted, as the space appears, in your school newspaper or a local community paper. One form of this last suggestion is an ongoing series - each article in the series is complete unto itself, but each building upon the other.

STEP 1

As a class, decide upon your goal. Before you can take writing assignments, however, you will need to know enough about the world hunger problem to decide what kinds of subjects need to be covered.

Your teacher will go over with you the major divisions of the problem; these coincide with the sections of the background information section of the text. The subject readily breaks down into relatively clear-cut areas - hunger around the world, what hunger is like, what's being done about it, how food is produced and how we can get more food to the people who need it, how people can gain access to the resources they need to feed themselves, why we have hunger and how to eliminate it, etc.

Now in conjunction with the teacher, decide what kinds of articles are needed and who will take which assignment. There will probably be several people covering each topic - perhaps from different angles. There may be a few who cover several topics at a more general level. You will have only three periods to research and write your article, so keep the articles brief and to the point.

STEPS 2 and 3

For the next two days, work in groups. Your group will be comprised of people who are focusing on roughly the same research areas that you are. Much of what you need for your research will be in the Background Information section of the text; relevant pages can be xeroxed and handed out to the group. You may need to do some outside work - looking at some of the materials suggested in the bibliography section of this curriculum, checking newspapers, talking to various experts or people who work in the field of hunger, etc. It might be useful to talk with people who have had or are having a problem getting enough of the right kind of food.

STEP 4

Write your article. If you need to work on it outside class so that it is finished by the next class period, do so.

With your completed article, break up into your groups again. Now each group in turn tells the rest of the class what their research turned up and what sorts of articles the individual group members produced.

The articles should be made available, from here on, to the entire class so that everyone can read anyone else's work. They can be posted in the room, photocopied and handed out, or, best of all, published in whatever format the class determined on the first day.

Follow-Up: The Language Arts Program and Class-Action Projects

Having completed the teaching component of a given series, you may wish to follow up with class action projects based upon some of the suggestions listed below. For guidelines on forming and carrying out school-wide Impact Projects see page 128.

Series I

The student presentations can be converted to an action project by becoming the basis for a school assembly or a program that can be presented in other classrooms in the school.

As a further step and for a particularly activist group, the presentations could be converted into vehicles that could be taken to the community. For example: the hungry person talking to the President could become a letter to the President; the sermon could be presented to a local minister with the possibility of its being delivered in church; the story of the hungry teen-ager could become an article in the school newspaper, or the basis of an Impact Project to have local places of worship identify teen-agers to whom it could offer food provided by the school.

Series II

The stories written by the students and based upon the photographs could be published in the school paper or a community newspaper. A related but different action project would be for the students to publish the photos in the school paper and invite students to make up a story about one of the photos; this could be a contest with an award given to the student who writes the story that most accurately reflects the realities of world hunger and is a commendable literary production.

A spinoff from this program might involve visitation by the students to people who have had or are having a hunger problem; the student could then write a fact-based but fictional story about this person and submit it to the school or local newspaper.

Series III

This series is an Impact Project in the making: a journalistic project that can be printed, bound and made available widely in the school and the community. The pieces can be submitted in journalism and essay contests or submitted to publications such as Children's Express in New York City, or to World Hunger Year, for the Kenny Rogers media awards.

The articles could also be used as introduction to a school-wide hunger activity such as a fund or food drive.

Health/Nutrition: Instructions To The Teacher

There are three week-long lesson series in this section, each geared to a different level of student sophistication, and each reflecting a different approach to the material. The first series can be used with the younger secondary student or the older student working at a junior high school level of competence. The second is appropriate for the high-performance junior high school student or the younger senior high school class (approximately 9th and 10th grade abilities). Series three is designed for advanced classes. All are designed for to reinforce the content and methodology of a Health/Nutrition curriculum.

All of these materials are written directly to the student, and can be either handed out to the class or read aloud by the instructor. In these materials you will find indications of what information from the background information section is necessary to a given lesson and you can either photocopy the relevant materials or summarize them yourself and give the students the information in any way you see fit.

It is helpful to read through all three series before you select one for your class. You may find you prefer to mix and match elements of several lessons, or to use bits and pieces, creating your own lesson plans for the remainder. Each series is divided in 5 steps: each step is planned for completion in a single class period, but you can expand the lesson if your time frame permits.

What follows is an overview of each series - including the performance objectives for that series, and a few notes on making the lessons most effective. After the overview the lesson plans begin with Series I, followed by Series II and III.

SERIES I

Objectives

Students will:
- assess their own eating habits and attitudes toward eating.
- analyze the means by which Americans choose what they will eat.
- relate eating habits to malnutrition: personal, national, and international.
- develop respect for and empathy with people whose attitudes toward food are different from theirs.
- demonstrate problem-solving skills with regard to American food problems.

Background Information needed: Sections 1, 2, 4.

This series is strongly oriented toward activities that will draw out student values and problem-solving skills. It requires relatively little study of background material, and most background that is required is provided either by the teacher or by what students learn from looking at themselves or their immediate environment. It may take a few examples by the teacher to be able to complete the team task in Step 4: what is important here is for students to have the experience of seeing their own culture from the point of view of someone who is not a member of the culture; if they can do this, they will find it easier to be less judgmental about those different from themselves.

SERIES II

Objectives

Students will:

* empathize with people who experience hunger and malnutrition.
* be able to conduct research into societal practices connected with the continuation of hunger.
* identify issues regarding food habits and hunger that have personal relevance to them.
* access the adequacy of their own nutrition habits in the light of world hunger.

Background Information needed: Sections 1, 2, 3, 4, 6.

In this series students must take considerable responsibility in selecting research topics they will have to pursue in some detail. It may require some care on the part of the teacher to help groups with similar concerns get together and, being together, pursue their topic in an organized manner. The teacher will also need to ride herd on the process of finding groups to cover a majority of the research questions raised. How much outside research student groups do is at the discretion of the instructor; it may work best to give students easy access to background information materials by copying them.

SERIES III

Objectives

Students will:

* demonstrate an understanding of communication and marketing processes that affect American attitudes toward food.
* increase research skills on public attitudes toward the basic facts of world hunger.
* analyze cultural practices that perpetuate the hunger problem.
* investigate institutions that are essential to food production, distribution and consumption.

Background Information needed: Sections 1, 2, 3, 4, 6

In this exercise, students must be grouped according to interest in a particular subject, and according to their own skill level. The groups in which the students will work for most of the time call upon a range of different abilities and inclinations: from a capacity simply to talk with people, to a highly developed capacity to do complex research. Quite a lot of the background information needs to be available to some of the groups, and may need to be copied so that each group has the information.

Health/Nutrition

Series I

STEP 1

What do you know about the following questions? Write down your answers for class discussion.

1. What is the most basic (staple) food group eaten by the majority of the world's people: MEAT - GRAINS - VEGETABLES?
2. It takes about 2000 calories per day for someone who weights 125 pounds to be healthy. About how many calories a day would you think a poor person in a poor country is consuming?
3. Can people be malnourished even if they are very heavy and eat a lot of food?
4. Is it literally true that millions of Americans cannot get enough food to eat and are sick with the same diseases that hungry people in Africa have?

Your teacher will give you the answers and go over some information from the background information section, pages 17 to 25.

See whether you and the class can describe what a mother in a large family in a poor country does to prepare the evening meal. Try to imagine what it is like to have no refrigerator or stove, no canned, processed or bottled goods, etc.

Now you know that many poor people eat too few calories, or the wrong foods, and are malnourished. Most Americans, on the other hand, are very proud of the food they have available and eat, believing it to be economical, nutritious, and inexpensive to produce.

Let's look at the American diet and see how that compares with the poor diets of malnourished people. To do this, you'll be doing two things:

a) completing a list of your favorite foods
b) finding out what other people eat

HOMEWORK

* Complete the form called "Favorite Foods."

* By talking to friends and parents, and by watching television and looking at newspapers and magazines, make a list of foods that people eat primarily for fun - rather than for hunger or need. Some foods are both fun and nutritious, but you will have to decide which quality is most important to people.

STEP 2

Divide into small groups and discuss the following questions:

1. From your own food chart, does most of your group prefer a lot of the foods that are eaten mainly for fun? Which ones? Why do you think people like these foods?
2. How would you describe the content and quality of fun foods?
3. Do you think they are healthy? Is the American diet, on the whole, healthful? Why?

Come back together as a class and discuss the following questions:

1. What determines what we eat: parents; ads; what's available; cost; time to prepare and eat? Are we being manipulated by anyone to eat certain foods?
2. What do you think might influence what poor people in America eat? Would these same influences be at work on poor people in Africa, Asia, and Latin America? Why do they eat what they do?

STEP 3

Your teacher will read aloud some case histories of malnourished children from pages 22 and 23 of the text and hand out to you pages of information (pages 21 and 22) on what it takes to be healthy.

In discussion with the teacher identify:

1. What it would have taken by way of food to make these 3 children healthy?
2. What you may be getting in your diet that could make you malnourished?
3. Who is getting too little protein and too few calories in various parts of the world?

Look at the drawing from the text (p. 24) of "The Protein Machine."

Before discussion begins, write down one new piece of information this drawing gives you.

Discussion: What new information have you just received? What does the Protein Machine tell you about what's called "The Food Chain?" If people ate more food that is lower on the food chain would they be healthy? Would it be more or less expensive to eat? What does any of this have to do with your own diet? What would happen to the world food supply if people in the developed world ate less red meat? Would anything happen to the people who ate less meat?

STEP 4

Read the poem "We and They" by Rudyard Kipling to yourself as the teacher reads it aloud. Afterward, divide yourselves into two big groups or teams.

Play the following game:

The task is to brainstorm the way our food and eating habits and attitudes are different from other people's, and the way they are similar.

Team 1 - go to the blackboard and list every possible idea on how differently other people eat. For example, what are strange things other people eat; peculiar ways they prepare food; odd eating habits; different ways they have of growing and gathering food, etc.

Team 2 - go to the blackboard and list things we do with regard to food that would seem very strange to a person from another planet. Consider, for example, the story of the "Nacirema" you will be provided. Try to list your food habits exactly as a Martian would see them. Hints: how would processed food look to a Martian? What about popcorn? Hot dogs?

When both teams have finished looking at the lists on the board, the entire class is to brainstorm food and eating habits the "they's" of the world have that might actually be similar to ours. For example: though some Africans eat insects, they are just as reliant as we are on the weather to keep their food source intact.

STEP 5

Teacher will conduct a brief lecture on food waste, surplus, processing, and the use of salt and sugar.

The class will divide into 4 groups, each group taking one of the following topics on Cleaning Up Our Food Act. By the end of the period, each group will complete the tasks assigned as follows:

Group 1 - Food Waste. List at least 5 things you can do at home and at school to minimize food waste. At present, Americans are wasting more than 137 million tons of food.

Group 2 - Food Surplus. Come up with a plan to deliver excess grain and dairy products to the people who need them. Remember that transportation can be difficult in rural areas and that many poor people do not have the refrigeration to store dairy products for any considerable length of time.

Group 3 - Processed Food. Write a public service advertisement for radio and TV to convice the public to buy foods that are less, rather than more processed. Tell the public why processed foods can be more expensive and more harmful to the health, and why less processed foods are better for you and your pocketbook.

Group 4 - Salt and Sugar. List 10 foods that have an excessive amount of salt or sugar. Why should one be careful not to consume large amounts of these items?

FAVORITE FOODS

LIST 5 OF YOUR FAVORITE FOODS

	(M/F) 1	(C) 2	($) 3	(☺) 4	(N) 5
1.					
2.					
3.					
4.					
5.					

1. IN COLUMN #1, PUT AN "M" OR "F" NEXT TO THOSE FOODS WHICH WOULD ALSO BE LISTED BY YOUR MOTHER OR FATHER AS FAVORITE FOODS.
2. IN COLUMN #2, PUT A "C" NEXT TO THOSE FOODS WHICH ARE A PART OF YOUR CULTURAL, ETHNIC, OR RELIGIOUS BACKGROUND.
3. IN COLUMN #3, PUT A "$" NEXT TO THOSE FOODS WHICH YOU CONSIDER EXPENSIVE.
4. IN COLUMN #4, PUT A "☺" (HAPPY FACE) NEXT TO THOSE FOODS YOU EAT WHEN YOU WANT TO MAKE YOURSELF FEEL BETTER (COMFORT FOODS).
5. IN THE LAST COLUMN, PUT AN "N" NEXT TO THOSE FOODS YOU CONSIDER NUTRITIOUS.

WE AND THEY

Father, Mother, and Me
    Sister and Auntie say
All the people like us are We,
    And every one else is They
And They live over the sea,
    While We live over the way,
But--would you believe it?--They look upon We
    As only a sort of They!

We eat pork and beef
    With cow-horn-handled knives.
They who gobble Their rice off a leaf,
    Are horrified out of Their lives;
And They who live up a tree,
    And feast on grubs and clay,
(Isn't is scandalous?) look upon We
    As a simply disgusting They!

We shoot birds with a gun.
    They stick lions with spears.
Their full-dress is un-,
    We dress up to Our ears.
They like Their friends for tea.
    We like Our friends to stay;
And, after all that, They look upon We
    As an utterly ignorant They!

We eat kitcheny food.
    We have doors that latch.
They drink milk or blood,
    Under an open thatch.
We have Doctors to fee.
    They have wizards to pay.
And (impundent heathen!) They look upon We
    As a quite impossible They!

All good people agree,
    And all good people say,
All nice people, like Us, are We
    And every one else is They:
But if you cross over the sea,
    Instead of over the way,
You may end by (think of it!) looking on We
    As only a sort of They!

Rudyard Kipling

Eating Habits of the Nacirema

Archeological studies of the Nacirema tribe have revealed that these people have a ritual drink known as "Teidaloc". It is widely drunk and the Nacirema believe in the special physical effect of the potion. It supposedly has special powers to alter one's energy and health. Several medicine men can produce this potion, and they sell it to the people, whether or not the people are sick. Anybody can take the potion, and it is very popular. The medicine men and others who are knowledgable know the secrets of Teidaloc -- that it does not have any real special effect at all. However, it is so popular, and because people believe in it, one cannot change the Nacirema's beliefs. It is possible that the potion is harmful in large quantities, but that does not stop members of the tribe from consuming it.

Questions for Discussion:

What do you think of this practice?
Which of the peoples in the world do the Nacirema seem like?
What could be the contents of the potion?

*** Turn the page upside down -- after you have answered the questions -- to find out more about the Nacirema and their drink.

*** Nacirema is American spelled backward.

The magic drink is Diet Cola.

Think about it!

SERIES II

STEP 1

Think for a moment about the things that matter most to you in your life. You may find there are things that are important for right now, and things that are important for you in the future. When you have finished, select three of those that are more important than the rest.

Class Discussion:

What do members of the class have as their highest priorities?

To what extent could you accomplish any of these priorities if you were hungry and poorly nourished.

Give examples of times you did not feel well - just generally under the weather - and could not find the motivation to get things done. Is it reasonable to assume that hungry and malnourished people feel rather like this - and worse - all the time?

For the remainder of the period, your teacher will give your some information on good nutrition and malnutrition - on what it does to people and which people in the world suffer from malnutrition. This material is on pp. 1-4, 13-16, 21-23.

HOMEWORK

Interview the adults in your family and/or others. Ask them:

1. If they have ever been hungry, and how it affected them.
2. If they think the American diet is nutritious.

Record their answers in your notebook.

STEPS 2 and 3

Share the results of your homework assignment with the class.

Class will divide into 5 groups and do the following tasks:

Think about and write down three questions you would like to ask about how American eating practices affect and are affected by world hunger. For example: Are we wasting food that could go to others?

Come back together as a class and write all the questions on the board (eliminating those that are overlapping or repetitious).

Now, choose one question from among these that you would like to research, plus a second choice. Write them down. Your teacher will next go through the questions and ask for the names of those who selected that question to research. People who made the same choice will be grouped together; if a group is too large, it can subdivide into smaller ones. It is helpful to get at least two people working on each question, and some people may need to take their second-choice question.

STEPS 2 and 3 (continued)

Research Procedure:

For the remainder of the period and all of the next class period, research and discuss this question among yourselves and with the teacher. Much of the background material to help you answer your question might be found in the background information section; the teacher will have other parts of the information you need. It may take some library work, or looking through newspapers or watching television and questioning other people. Be ready for a brief presentation during the next class period of what you discovered.

STEP 4

During this class period, groups will present their questions and answers. Listeners should take notes, since the next step will require that you utilize what you've been hearing. If time allows, it is fine to question the speakers. It is important, above all, that every group report on its findings.

STEP 5

Based upon what you absorbed in the group reports, think for a few minutes about your own nutrition habits. Are they in any way affecting the hunger situation? Are they improving your own chances to be well-nourished as an adult? Is there anything you would change in light of what you've heard or learned?

Now, going around the room, each person makes one statement. Either

> "how I feel about the way I eat - things I'm satisfied doing and things I want to change"...
>
> or
>
> "Things I want to see changed in the way we are dealing with the hunger situation."

SERIES III

The objective of this unit is to devise an educational strategy to promote support for a proposed National Nutrition Plan. The proponents of the plan are members of an advocacy group called Americans for Better Eating (ABE). This group is unhappy with both the eating habits of the American public, and the effects that American eating practices have on the poor -- local and global. ABE wants to lobby Congress to adopt this National Nutrition Plan using every public-education resource available -- media, ads, teach-ins, etc.

Your task, as members of ABE is to plan a series of presentations to be made both to Congress and, if Congress agrees, to the American public as part of a governmental public-education campaign. Remember that for this exercise, you are taking the position that American eating habits are producing serious problems -- social, political and economic -- at home and abroad. As you will see, one group of your classmates will play devil's advocate and hold the position that Americans not only eat properly, but are contributing to the physical well-being of all people -- domestic and foreign, rich and poor alike.

STEP 1 - Divide into 6 research teams:

Team 1: Your research area is current American food and eating practices. Some of the material you need is in the background information section; but much of it will require talking to people, visiting restaurants, watching television - both ads and shows, looking at newspapers and magazines, and finding out how people acquire their food.

Team 2: Your job is to find out what influences the decisions people make about how and what to eat. Look at the role of advertising, of peer pressure, of tradition, and of marketing. Look also at food taboos (we don't eat grasshoppers, for example) and why we have them.

Team 3: Your work is to make a study of malnutrition and undernutrition: what they are, who is suffering from them, why people are mal- and undernourished, and what the physical and mental effects are. Much of this material is in the information section of the text. This material can be supplemented by interviews with people who have a problem getting food or who have been malnourished at some time. You'll be looking here both at malnutrition in America and abroad.

Team 4: You will be investigating the effects of poor eating habits and malnutrition on society - in this country, in other countries, and with regard to the world society as a whole. The information section of the text has material on this subject. In addition, see what you can find out from any activist hunger organizations in your area. You could try Bread for the World, or The Hunger Project, CARE, Save the Children or UNICEF. They all have ideas on the subject. The resource section with this curriculum can provide information on these and other organizations, on films, and additional reading material.

Team 5: Your subject is waste and surplus. America has a lot of both. In the background information section you will find information on grain surplus, and a bit on dairy surplus in america, plus a few statistics on waste. You will have to look further, though. Check out your school cafeteria to see what is wasted. Find out what restaurants and supermarkets do with their unsold food. Talk with food banks; they are experts at knowing where the surplus food is, and how to keep it from becoming waste. You'll also need to know something about how America distributes or fails to distribute surplus food to the hungry, here and abroad, and what problems such distribution programs encounter.

Team 6: You are the devil's advocates, members of Congress who disagree with ABE. Your job is to defend American eating practices and the effects of American food policy. Most of your research will involve finding out or, if you already know, summarizing, the American way of eating, and learning what official positions our government takes on what food should be grown and what resources should be made available to food growers, here and abroad. You might try interviewing your Congressional representative or his or her staff; your newspaper may well have information on government policy related to food production and consumption. Check also the Food and Drug Administration to see what diet they recommend for good health.

STEPS 2 and 3

Conduct your research in teams.

STEP 4

Prepare your presentations. The presentations can take any form you desire -- so long as you remember that your imaginary audience is Congress and the American public. Team 6 will be the last team to make its presentation; this means you have an opportunity not only to present your position, but argue with some of the specific points made by other teams. All teams should make presentations brief, since time will be limited.

STEP 5

Give your presentations. Each one should take a little more than five minutes.

Follow-up: The Health/Nutrition Program and Class-Action Projects

Having completed the teaching component of a given series, you may wish to follow up with class action projects based upon some of the suggestions listed below. For guidelines on forming and carrying out school-wide Impact Projects see page 128.

SERIES I

There are a number of class-action projects that could be launched as an extension of the final exercise in Series I. For example: some students could survey the cafeteria for food waste and make recommendations for ways to decrease it. They could work out an arrangement to provide food which is sanitary and edible to an organization that prepares food for the hungry.

Students could put their 30-second public service ad on the school P.A. system. They could also initiate a campaign to educate the school community about the problems of excess salt and sugar, and possibly investigate the school lunch menu from the standpoint of its use of salt and sugar.

SERIES II

The results of the student research into American food production, distribution, and eating practices could be published in the student newspaper or made the basis of a school assembly.

SERIES III

The student education campaign could become an Impact Project by being launched on a school-wide basis. This could be a massive campaign including school assemblies, reform of the lunch menu, announcements over the P.A. system, articles in the school paper, and information tables set up in the halls.

As an alternative: students could write a summary of their findings and send the article to local newspapers, or to selected political representatives, with a recommendation to the Secretary of Agriculture.

The Visual Arts: Instructions to the Teacher

The three series in this section can be divided up by grade level (7th/8th; 9th/10th; 11th/12th), or by beginning, middle and advanced levels of proficiency in the Visual Arts. In each series we have provided three units. The teachers may choose whichever one suits the overall objectives of the arts class.

It is helpful to read through all three series before you select one for your class. You may find you prefer to mix and match elements of several lessons, or to use bits and pieces, creating your own lesson plans for the remainder. Each series is divided in 5 steps: each step is planned for completion in a single class period, but you can expand the lesson if your time frame permits.

Unlike the series for Language Arts, Social Studies, and Health/Nutrition, the curriculum materials in the Visual Arts have been directed toward the teacher - rather than toward the students. The reason for this is that in hands-on classes so much depends upon facilities available in the classroom and upon the specific skill level of the class, that it's necessary to leave the instructor maximum flexibility in organizing the step-by-step teaching process. We have, therefore, outlined the unit for the instructor, and suggested elements that might be included in the actual classroom procedure.

Each series has a primary objective. This objective is intended to reinforce the general objectives of instruction in the Visual Arts, and simultaneously to enhance the aims of this hunger-education curriculum.

SERIES I

Primary Objective: Students will translate their inner response to information about world hunger, into a visual expression.

Units

1. A Visual Diary

A visual counterpart to the written diary or journal of the Language Arts class, this project requires the students to translate feelings into personal images during the whole course of their learning about hunger. The journal form can be of the student's choosing - a standard notebook, unusual materials such as very large or small paper bags - the more creative the better.

Images can be culled from the student's imagination, from print media or anywhere else - as long as they clearly represent the student's feelings about hunger. The only words to be used in the diary are in the title; by titling the work the student synthesizes his or her overall impressions.

The procedure should include:

a) Teacher's introduction to the unit and general instructions including help with sketching, etc. An overview of the world hunger situation based on the Background Information, with special emphasis on the positive steps being taken to overcome hunger and the prospect of a world in which all are well-fed.

b) During class, presentation of information on hunger, with special emphasis on feeling-toned material - quotes from the hungry, stories about them, case studies, poetry, etc. Students can also be encouraged to imagine what the world would be like if hunger was completely eliminated on the planet. There are examples of all these forms in the Background Information section. Pauses in the presentation would allow students to react by sketching.

c) Class discussion and sharing about student feelings and what it was like to turn these into images. If appropriate, class sharing of journals.

2. Sculpture

Whether representational or abstract, a sculpture can express the major impression a student internalizes about the problem of world hunger. Choice of materials may depend upon what is available in the classroom or the teacher's objectives for the semester. However, various other media could be used such as clay, found materials, papier mache, toothpicks, etc.

It might be helpful for students to have had or briefly to receive a presentation on existing sculpture that expresses the artist's feeling about a social problem.

The procedure should include:

a) Teacher's introduction to the unit and a survey of sculptures based on social concern.

b) Presentation and discussion of information on world hunger drawn from Background Information section and from the teacher's and student's own thoughts and feelings.

3. Group Collage

This is a process by which students as a group express their understanding and feelings regarding world hunger; it is also a process that welds the class together and builds a bond between them. The project is a group collage made up of hunger-related images found in newspapers, magazines, and other printed media - plus any doodles or drawings the students might do during the unit. The collage can also include newspaper or magazine headlines or even single (powerful) words.

The collage can be completed in one or two class hours depending on the teacher's preference. We suggest one hour, leaving the last day of the unit for discussion of what group message about hunger is reflected in the collage.

The collage can be done on any type of paper large enough to accommodate a lot of material; a good way is to spread a roll of butcher paper across a number of tables in the room, or tape it up across the wall.

The procedure should include:

a) Teacher's introduction to the unit and the project, and assignment of homework: to collect a pile of images the student feels relates to the issue of hunger. Overview of the world hunger situation.

b) Presentation of Background Information material on world hunger. It will help to remind students from time to time to see whether print media are publishing much on the overall poverty of which hunger is a part; that will increase their stock of images, since hunger per se, is less frequently covered than poverty.

c) Instructions to the student for the collage: the collage must be built in sequence from left to right - each student placing one of his or her images in juxtaposition to the ones just laid down; in this way students react and relate to their classmates' expressions. There should be no talking at all - no sharing of ideas verbally.

d) After the collage is completed: take up to about 15 minutes for students to look silently at the collage and see what overall message - if any - it conveys. They are looking to see whether there is a group feeling expressed in the collage. The rest of the time is for discussion, led by the teacher.

SERIES II

Primary Objective: Students will develop a visual means of communicating a message about world hunger to a specific audience.

Units

1. A Hunger Calendar

Like many calendars on the market, the proposed hunger calendar will present a different visual image for each month; the collective imagery should cover a range of issues connected with world hunger. The calendar can be produced in several ways: the class can be divided into groups and various people assigned to different months so that each group produces its own calendar; or the teacher can assign certain people to work on certain months, and then at the end of the unit, combine images to produce several different calendars. It may even be possible for some students to do a series of images themselves - depending on their level of skill and the media used. Most of the procedure here is left to the instructor.

Possible media: drawing and painting, collage, painting with a photograph.

The procedure should include:

a) Teacher's introduction to the unit and assignment of students to specific tasks. General overview of the world hunger situation based upon Background Information section.

b) Presentation of information on world hunger and, if possible, of calendars that have been published using images related to development, poverty and hunger.

c) After producing the images, the unit should end with students making some decisions on how to group their pages so that the calendars have variety - both of expression and of content.

2. A Postcard with a Positive Anti-Hunger Message

This project will be successful only insofar as the students are encouraged to be highly creative in the form they devise. A postcard can be any size or shape; its visual image can be realistic, abstract, or any combination. Since postcards are sent from someone who wants to convey a message, most people pick out postcards with images appropriate to the message they are sending. Thus, in this project, students must design the card as an overall form, decide what message they want to send and to whom, and complete the visual image.

It may help for students to imagine sending their card to a political figure, to a friend or relative, or to someone who lives in a condition of extreme poverty; each audience will be approached differently with a different image and message. The student will need to decide upon the audience before anything else.

The procedure should include:

a) Description by the teacher of the unit and instructions on picking an audience, format, medium, etc. General overview of world hunger from Background Information section.

b) Detailed presentation of world hunger issue from text.

c) Students should settle on message and postcard form before beginning to work on the project.

d) After completion of the project (and if there is time) students can share the messages they wrote and the visual image that goes with it.

3. A Design for a Poster, Ad or T-Shirt

The message contained in such a design will have an immediate impact upon the viewer. Creating a message on world hunger that will be appropriate for this medium means distilling a central theme from the overall information students receive about world hunger. Students will probably need some examples of such messages before they can create their own. The Background Information section of the curriculum contains phrases that can be adapted to the purpose. In addition, there are examples from existing hunger organizations such as: "Imagine a World Without Hunger", "Ending Hunger: You Can Make a Difference". One student prepared a poster with this theme: "Have You Room in Your Heart for the Dignity and Suffering of the World's Hungry People?"

If the teacher decides that mass production of the design is the objective, the student could use this unit as an opportunity to learn or practice silk-screening. If the design itself is the objective, students might work with pen and ink, magic markers or paint.

The procedure should include:

a) A presentation on world hunger by the instructor.

b) A chance to survey other designs for posters, T-Shirts and ads.

c) The possibility of actually transferring the design to a shirt the student can wear, an advertisement for the school paper, or a poster to be displayed.

SERIES III

Primary Objective: To use a visual medium to instruct the general public on a serious social theme.

Units

1. A Window Display on World Hunger

The project is to construct a model for a window display on the subject of world hunger. Students will need to consider the elements that make a window display successful and to make some decisions on whether their display should be representational or abstract. This project can be done in groups, or by students working alone. The model itself could be constructed in a cardboard box with one side removed, or in a box built for the purpose.

The procedure should include:

a) An opportunity for students to look at display windows in their community and to discuss window displays as a vehicle for communication.

b) The presentation by the teacher of sufficient information from the Background Information section of the curriculum to give a well-rounded view of the problem and a sense of the themes which run through the issue (e.g. the relationship between hunger and poverty, the necessity for personal involvement and the development of political will, the need to support small farmers and women who are the key actors in the drama).

c) A discussion of the problem of how to educate people on an unpleasant subject in a positive manner: getting their attention without emphasizing guilt or paternalism.

2. A Film Project on World Hunger

Using photography, filmmaking or video tape, students produce a product that conveys a coherent and relatively comprehensive message about world hunger. The photo essay, film or video should give the viewer a feel for the issue and not just for a specific person or situation; that doesn't mean the student cannot focus on a single person or family or soup kitchen (for example), but that some of the complexity of the issue should be conveyed so that the viewer develops an increased understanding of what is involved in the problem, and its solution.

The procedure should include:

a) Consider a range of film projects typical of those used by professionals who cover social issues: the documentary photo essay, video taping of a panel discussion, etc. With permission, students might follow an individual or family, visit a soup kitchen or shelter for the homeless, film an interview with someone who is now hungry or who has experienced hunger, interview an expert or advocacy group as to solutions, document the activities of a community anti-hunger group or agency.

b) Students will need access to much of the information in the Background Information section of the curriculum: it can be copied for them or presented by the instructor.

c) Students might work in groups and consider the role of song narrative, etc. in presenting their final product.

d) If this exercise is to be completed in a week - the time which is alloted for most projects in this curriculum - it will have to be scaled way down. This is a matter left to the teacher's discretion.

3. Construct a Model for a Public Work of Art on Hunger

Students will be producing a model of a work of art for a specific site in their community - one site for the entire class, or different sites chosen by different individuals or groups within the class. The sculpture should be appropriate to that site, which means knowing something about who lives in the area and who will see it on a day-to-day basis, not to mention the parameters of the physical setting.

The procedure should include:

a) Time to select a site and think through what would best fit there.

b) Presentation of background on world hunger so that students understand what the issues are that their public work of art should represent.

c) A look at other public art objects: murals, sculpture, walk-through displays, etc.

d) Brainstorming on possible ways the work might convey an inspirational and positive message.

Follow-Up: The Visual Arts Program and Class-Action Projects

Having completed the teaching component of a given series, you may wish to follow up with class action projects based upon some of the suggestions listed below. For guidelines on forming and carrying out school-wide Impact Projects see p. 128.

SERIES I

Any of the works completed under the three options for this series can be exhibited to the school community. If enough classes participate in the program the works could form the basis of a large exhibit to which the parents and public are invited.

An Impact Project of this kind could be turned into a school-wide event by joining forces with students in other disciplines to produce a fully interdisciplinary activity: nutrition students could prepare and serve foods of Third World cultures; language arts students could prepare a skit or play on world hunger, etc.

Students who produced the group collage could compile a box of similar images from print media and invite other students in the school to construct a hunger collage.

SERIES II

The calendar, postcard and designs produced in this series are all made-to-order for reaching a wider public. Calendars could be exhibited or, if resources allow, photographed and sold as a fund-raiser to benefit the hungry. The postcards could be sent to a representative of the audience for whom they were intended; a further stage of this series could be the design of a school postcard commemorating the hunger issue and using sales of the postcard to aid in the effort to overcome hunger.

The class that produces a T-Shirt design might be able to undertake an Impact Project that involves mass-producing the T-Shirts and selling them as hunger fund raisers. The posters can be entered in poster contests and displayed in community centers and store windows in the area.

SERIES III

Any of the projects in this advanced series have the possibility for wide public appeal. All film products can be shown to the school. They can also be presented to local television stations to fill the required public-interest slot that cable stations must maintain. Photographs can be sent, as an Impact Project, to private voluntary organizations that deal with hunger for publication in their own newsletters and publicity materials. Or they can be converted into a published photo essay.

The public work of art might be something the community would in fact support. The work could be displayed as part of a World Food Day celebration and given press and local television coverage. Depending upon the medium of the piece, students in industrial arts could be involved in contructing the display, and journalism students could cover the event for the school paper.

The Sciences: Instructions to the Teacher

The science series is set up to produce three kinds of scientific endeavors: laboratory experimentation, research, and creative problem-solving. The series range from relatively direct and simple activities to the very complex, and are intended to be used in junior high school science classes, general science classes, and senior high classes for students with considerable science experience.

The units are directed to the instructor instead of the student because so much depends upon the instructor's goals for the class, the availability of lab equipment, resource and research materials. The general procedure is laid out in the order we recommend for good results; but teachers are free to make whatever procedural changes they believe are best. The amount of time given to each phase of the unit is up to the teacher; the units are structured, however, so that they can be completed in a week, or, if time allows, expanded to fill a larger time unit. It is helpful to read through all three series before you select one for your class.

It may take a special effort by the instructor to make the link between the student's experiment or research and the overall problem of world hunger. The science series emphasizes food production; but the world hunger issue involves many other factors as well, and we have tried to suggest ways for the teacher to address this larger problem within the particular science unit.

Each series begins with a primary objective. This objective is intended to reinforce the general objectives of instruction in The Sciences and simultaneously to enhance the aims of this hunger-education curriculum.

Series I

Primary Objective: Students will relate the results of an experiment on soils to the problem of food production in areas with poor soil.

The purpose of this unit is to relate findings on soil fertility to the problems of food production that face developing areas. There are two elements to the process: experimentation and studying food production.

PHASE I - Experimentation

The experiment has three basic components involving soil samples - both of the type found in gardens, and "dead" soil, which can be found under bridges, at foundations of buildings, or any place the sun and rain do not reach. The first step is for students to acquire their soil samples.

Experiment 1: A simple PH test to check the acidity of the soil. Different crops grow in soils of various acidity. To do the experiment, students dissolve a small sample of the soils in a beaker and do a PH test. They should then shake the mixture and watch it settle out: if a good portion of the soil settles out, then there is little organic matter in it. If the water holds a rich, dark brown color, then it is high in organic matter.

Experiment 2: Students take another sample of each soil and do a simple ash test with each. It would be useful to put the samples in an oven at 105°C overnight to remove the water content. They then weigh out about 5 grams of each type, heat the soil with a bunsen burner to about 1000°C and let it cool down in a dessicator. They next reweigh the samples to ascertain the percent of organic matter. Because the organic material will burn out, the difference in weight is the organic content.

Experiment 3: The last step is to weigh out two soil samples and then put them in the oven at 105°C for an hour, and then reweigh after cooling. This will reveal the moisture content of the soil.

PHASE II

With this information in hand, the students are ready to learn about hunger and food production. The teacher can disuss with the students the background information material on who is hungry, food production and solutions to the hunger problem (pp 1-4, 19-20, 26-41). Then, a class discussion should follow on what the differences are between depleted soil and soil with high organic content, and what the differences might be in food productivity in parts of the world that have these soils.

The last task is to consider the possible effects upon both organic and depleted soils of chemical VS. organic farming, referring to material found on pages 19 and 35 of the Background Information section.

Series II

Primary Objective: Students will conduct research on geographical considerations affecting food production in the developing world.

Students will be working in groups to ascertain the way in which food production in Sub-Saharan Africa, Northern, South, and Central America, and the Himalayan mountain region is affected by such natural factors as climate, topography, water, soil quality, etc.

Procedure

Phase I — Class discussion of the factors affecting the capacity of people in developing areas to feed themselves (pp.   of the Background Information section). Using the North-South map from the curriculum, the class can discuss the function of the Peters Projection as a more accurate rendering of the world, and the distribution of the hungry and malnourished around the globe.

Phase II — Students break up into groups to study each geographical area. The groups themselves should be subdivided so that people work in small teams to study the soil in the area, its water supply, its climate, topography, and any other area the teacher deems important.

Phase III — The student groups will give presentations on their findings. A good format for the presentations is for one group to speak, and the others to take notes and jot down questions they wish to ask when the speaking has finished. The amount of time for questions will depend upon how long or short the presentations are.

Series III

Primary Objective: Students will produce a simulation of the experimental process whereby appropriate technology solutions are devised for developing areas with a scarcity of water.

In this unit, students confront a fictionalized version of a problem that was actually dealt with in a Sri Lankan village. The problem is told to the entire class; since the problem involves action on the part of several different groups of people, the class is broken up into groups, and each group receives a different set of instructions. After the groups have done their group work, everyone comes together for a presentation.

The Problem (This information is given out to the entire class)

A village in a semi-tropical climate is in dire need of a new water well and a storage tank. The village has limited funds, but plenty of labor. They also have land with a good source of underground water.

The Academy of Sciences has decided to fund a project to construct the well and tank; they are willing to provide 2/3 of the funding to an outside organization. To decide which organization they should hire to do the work, they will listen to proposals from two groups who would like the job.

The additional 1/3 of the cost must come from the village itself, and in that village most of the money and materials are in the hands of a small group of merchants.

The village population is about 6000, and includes farmers and merchants. Most residents live in traditional thatched houses, while some live in corrugated tin houses. There is virtually no electricity in the village with the exception of the merchant shops.

The village abounds with bamboo and rubber trees. Most residents grow their own food, and their crops are mainly yams, rice maize and other coarse grains. Due to the abundance of rubber trees, some residents collect and sell rubber.

Their only well is about to go dry and the nearest adequate water supply is a 6km. walk. Having to make this walk for water will disrupt the workings of the community and add to the already poor health and level of nutrition.

Group 1 - The Village Leaders

This group will be interviewed by one of the organizations bidding for the Science Academy job. The following information is to be given only to the Village Leaders:

> The majority of the people in the village are Hindus, and the rest are Christian. There is a dispute between the farmers and the merchants of the village. The merchants have the money and supplies to assist in matching the Academy grant, but they aren't interested in spending their money for water that will be used mostly by the farmers. The farmers will supply the labor.
>
> A typical rural farm is about three acres and is irrigated by using bamboo piping. The roofs of their houses are generally made of rubber tree leaves stuck together with rubber sap. The villagers pride themselves on the fact that their roofs never leak. In fact, the leaves hold water so well that the residents make water jugs out of them.
>
> There are plenty of cows in the village, but they are considered sacred by the Hindu segment of the village. Until the issue of the well came up, all the people of the village got along. Now, however, there is dissention.
>
> The Village Leaders must figure out a way of dealing with the merchants so that the well can be constructed.

Group 2 - Members of Appropriate Tech (AT) Corporation
(bidding for the Academy job)

This group specializes in appropriate technology. To come up with a proposal for funding from the Academy, they will interview the Village Leaders as well as research the technology of well and storage tank construction.

Group 3 - Members of Lab Tech Incorporated
(bidding for the Academy job)

This group has the same information the entire class has, but they do not interview the Village Leaders. Instead, they depend entirely on research to come up with a solution for the Village.

(continued)

Group 4 - Members of the Academy of Science

This group has the right and obligation to interview the Village Leaders if it cares to. These Academy members will make the final evaluation of who has come up with the best proposal. Their evaluation will be made according to these criteria:

1. Effectiveness
2. Practicality
3. Cultural considerations
4. Cost
5. Any other criteria it deems appropriate

Procedure

Phase I Discuss with the students the relationship between water problems and the hunger/malnutrition cycle. Material on this subject can be found in the Background Information Section, p. 8. With the students, go over the material on technology and world hunger -- including case studies, emphasizing the elements involved in producing technological solutions for problems among developing peoples.

Phase II Break the class into groups and give the appropriate groups their information. The groups then research the problem of constructing a well and storage tank; some of those problems will involve physics and other construction techniques. They should take notes on their research (and their interviews), and prepare to make a presentation on the final day of the project.

Phase III The class comes back together for presentations. The Village Leaders will present their solution to the problem of the merchants' reluctance to participate, a solution both technical and cultural. The members of AT Corporation and of Lab Tech Incorporated will present their proposals. The members of the Academy of Science will listen to and question the presenters.

Finally, members of the Academy will render their verdict on which group should get the contract for the well and tank.

Follow-Up: The Science Program and Class-Action Projects

Having completed the teaching component of a given series, you may wish to follow up with class action projects based upon some of the suggestions listed below. For guidelines on forming and carrying out school-wide Impact Projects see page 128.

Series I

A class-action project which could be a natural outgrowth of this unit is an extended experiment in food growing using a variety of soils and different fertilizers, light sources, kinds of seeds, etc.

Another version of this project would be a school garden used to grow a specific crop for use in school lunches or to provide free to local people who have a problem getting enough food.

For the ambitious school, there are plans available from Rodale Research in Pennsylvania for a solar food drier and for other large-scale experiments in organic or "regenerative" farming (address is in resource section of this curriculum).

Series II

Students can present their findings to social studies classes studying Asia, Africa and Northern South and Central America. They might also become involved in forming a support group for a hunger and development project in one of the areas they studied. Many of the Private Voluntary Organizations listed in the Resource Section of this curriculum have projects in these areas; students can also write to Impact on Hunger for information on local self-development groups around the world.

Series III

The technological solutions for the problem posed in this series might turn out to be worth submitting in a science fair. They could also provide the motivation for tackling some technological problems now being faced in the developing world. Two such problems have been presented to Impact On Hunger by Comunidad por los Ninos in Colombia, South America. A description of Comunidad's work can be found on page 28 of the curriculum.

Alvaro Villa of Comunidad por los Ninos has asked whether American students might be willing to form Impact Groups to help find appropriate technology solutions to two problems facing villages in Colombia. The problems are:

1. There is a community of about 20 families called "Barro Blanco" in the municipality of San Luis, Antiopuita. Barro Blanco means white clay. The people want to start a small rural industry by making bricks and tiles out of their clay. It would be a good appropriate industry because it uses local materials, it can be understood and controlled by the people, and can use labor instead of capital. They are looking for someone do some research about the most efficient ways of making hand-made bricks and tiles. This information could be sent directly to them, as well as questions or problems you encounter.

2. One of the big problems about raising pigs is the high cost of feed and its transportation from the factories. If there is a way to circumvent this end of the process it would make raising pigs available to many more villagers who cannot afford to invest in feed. Mr. Villa has heard of a system of feeding pigs called "cafeteria style" where protein in the form of fish and starch from tubers is offered to pigs at all times so that they, with their "pig wisdom", make a balanced feed without the need of the computers used in big animal feed industries. The Comunidad por los Ninos is producing fish and tubers on their demonstration farm. With information on this cafeteria style feeding, they feel that they might be able to become self-sufficient in the production of pigs. Any research you could do would greatly benefit the efforts of the Comunidad por los Ninos and could be sent directly to them.

   Student groups wishing to assist Mr. Villa's organization can send their ideas to:

   Alvaro Villa, Coordinator
   Comunidad por los Ninos
   Apartado Aereo: 278
   Envigado, Antioquia, Colombia

   Impact on Hunger would also appreciate having a copy of whatever ideas the group is able to send to Mr. Villa.

   Impact on Hunger
   145 East 49th Street
   New York, New York 10017

Impact Projects: An Introduction for Teachers

Students can be highly effective in taking action to overcome local and global hunger. Students are, on the whole, enthusiastic about getting involved with social issues and acting to right social injustice. Most students have the courage and hope it takes to do the job. For the sake of humanity these attributes must be nurtured and channeled into constructive activism. Impact Projects are designed to engage your students in practical activities that will have a positive effect on local or global hunger.

An effective way to set the stage for both students and sponsoring teacher to gear themselves up for constructive action is to do an exercise which brings home the inescapable conclusion that significant change is possible - and that each participating student can help that change take place. Here is such an excercise, adapted from a secondary curriculum called Feed, Need, Greed.*

Exercise Instructions to the Student

1. Make a list of three complaints you have with school and would like to see changed (e.g., I hate having to take history class).

2. Next to each of your three complaints, explain why you have it (e.g., hate having to take history because it's so boring).

3. For each of your three complaints, make a list of three ways you might change the situation. Don't be afraid to suggest the seemingly impossible. Believe that you and your fellow students have the power to change the situation. Even if you think of a solution which has never been tried before, don't be afraid to include it (e.g., I will get my parents to write a letter; I will tell my teacher how boring the class is; I will run for student president).

4. For each proposed change, make a list of at least two obstacles to its success (e.g., I don't know if all students feel like me; the principal won't allow it; these are school rules).

5. Now that you have a list of proposed changes and a list of obstacles to those changes, decide as a group whether you can really make this change. Choose the one change you think is most possible. Circle it on your chart.

6. For the change you feel is most possible, design a step-by-step plan in which you can realistically reach your goal.

   Is change possible? Maybe you have decided that some changes are possible and some are not.

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*Feed, Need, Greed. Science for the People, 897 Main Street, Cambridge, MA 02139

Having now done this exercise, you can apply the same method to the hunger problem. There is really no substitute for good planning and for realistically evaluating the problems you will confront. Having said all of that, go for it. Anything is possible.

* * * * *

From this point on, it's up to you and the students.

What Is An Impact Project?

"Impact Project" is a name that was given to groups of students in the New York City high schools who developed and carried out projects that had a local or global impact on the hunger situation. The name seemed to fit the groups and the purpose so well that it stuck. Any group that you develop in your school, or community, that is working on the hunger problem we'll call an Impact Group. Often an Impact Group is an extension of an already existing organization in your school, such as Student Council, Service Club, Leadership Class, etc.

What Is The Purpose of Impact Projects?

To involve the students, teachers, community, and parents in taking concrete actions to help overcome local and global hunger. To build a sense of partnership between students and organizations - local, national and international - working to combat hunger. And to bring about a realization that it is the cumulative efforts of individuals that will bring about change.

What Is The Scope Of Projects That Students Can Become Involved In?

In designing the program, our basic principle is to provide only general guidelines to students to use in developing and implementing their projects. We have found through the New York City experience that by providing guidelines only, the students will be encouraged to be creative in developing their projects.

There are five basic categories from which to work. Don't be limited by them, but they might help you start off on the right track.

1. Political action projects
2. Providing assistance to your local community
3. Providing assistance to an overseas development group or agency
4. Public education projects
5. Volunteering your time to a local or international voluntary agency

Putting together projects that are all theirs gives students the energy and enthusiasm to carry them out fully.

How Does a School Start a Project?

To start it off, a core group of students should be brought together from a World Food Day event, use of the curriculum, or any other avenue through which interest develops. This group should make a point of doing some in-depth research into the causes of hunger. Reading the information section of the curriculum will be a good start.

From there the group should decide where they can be most effective and what resources they have at their disposal. All this should be done with the sponsorship of a faculty member.

Who Should Be Involved In The Project?

Everybody possible! The involvement will most likely fan out from the central core group, but could and should include the entire student body, teachers and administrators, parents, and the local community.

Outreach and publicity are important aspects of finding and including others in your project.

What Should Be The Main Theme Of The Project?

The basic theme should be that we can do and are doing something about hunger. The ultimate goal is not to do a one-time project, but to set up an ongoing structure which will help eliminate the problem permanently. To do that, we're going to have to both educate and take action.

Should The Project Be a Fund-Raiser?

Not necessarily. Some of the best, and most effective, projects haven't raised a dime or a can of food. On the other hand, there have been some very successful projects that have revolved around money. You should first set your goals, then design your project around that. There are many ways in which money could be used beneficially, but the effectiveness of your project shouldn't necessarily be measured by the amount of money collected.

How Do We Identify An Agency To Donate Any Collected Food Or Supplies To?

That should be part of your homework. Most cities will have reputable food pantries, soup kitchens or shelters which can be checked out through your local government or place of worship.

If you want to sponsor a child or a planned development project (constructing a well, etc.), there are many places to turn. The United Nations, the many private voluntary organizations, and most denominations of churches have programs. Take a look at the bibliography section for some names and addresses.

How Long Should a Project Last?

That depends on the type of project you develop. Some can be very short in duration, but repeated a number of times throughout the year. Others can be continued over a number of years. The right project could realize your goals in one day.

Duration is less important than replicability. Create a project that can be built on and expanded in successive years.

What Do We As Students/Teachers Get Out Of This?

For one thing, you get the satisfaction of doing something that directly helps other human beings; but it's possible to get much more than that out of it. It's a great experience in participatory education. As is the case with most things, what you get out of it will be a reflection of what you've put in.

The possibilities are endless for giving you opportunities to learn about people in other parts of the world; to learn why needless suffering exists; and to learn what an expression of love between people can do to change things--both in your community and throughout the world.

What Role Does/Will Impact On Hunger Play In The Program?

Generally speaking, designing and implementing your projects will be all your work. We will be glad to assist you in any way possible, or to be used as a resource. We also have contacts with some international grassroots community organizations, with whom we could put you in contact. We do not want, nor will we accept, any monies that you might collect, but we would love to hear from you about what you're doing and any successes or failures you might have experienced.

Some Ideas For Impact Projects

* Survey the waste in your school cafeteria. Develop a plan to salvage wasted food. Find a worthy food distribution agency in your community, and make arrangements for transfer of collected food to them. Arrange pickup or delivery schedules and transportation. Set this up to be an ongling, reliable source of food for the agency.

* Initiate an educational campaign for your entire school or community, based on the positive theme that hunger can be ended. Use all available school media such as posters, PA announcements, school papers, flyers, etc. If your project is community-wide, survey available communications methods and use them. For example: posters in stores, announcements on radio, murals, community newspapers, and town meetings. You might set up a creative committee to do the artwork and a media committee to contact newspapers, radio and TV networks.

* Start a school-wide nutrition-awareness program. Work with your school's nutrition committee (if one exists - or form one) to improve the student lunch program by providing healthy, well-balanced meals. Put together a school-wide educational campaign to encourage consumption of healthier food and cutting down on junk food. Encourage students to use the information at home also. The Food Services Division of the New York City Board of Education has an excellent program of nutrition education, and has sponsored nutrition clubs throughout the schools to involve students in improving school lunches. For information on forming such clubs contact:

  Board of Education, Food Services Division
  44-36 Vernon Boulevard
  Long Island City, New York 11101
  (212) 729-6100

* Organize a political-action committee. Through the Social Studies or English departments, initiate a letter-writing campaign to the local politicians or influential people in your community. Form a committee to visit political representatives and encourage them to support constructive programs and legislation related to the hunger issue. When drafting a letter or visiting representatives, be sure to ask them what they are doing to bring an end to hunger.

* Write and perform a play or skit based on your knowledge of the hunger situation. Perform it before audiences in your school and if possible tour it to other schools in your area. Invite parents and the School Board to come.

* Coordinate a food drive in your school and/or community. Seek out a reliable food distribution agency serving the needy and discuss with them the types of support that would be useful (i.e., types of food that would best serve the people), and any services you could offer to the needy or to the agency. Establish a network for collecting food, including local restaurants, supermarkets, merchants, and the individuals in the community. Arrange for several collection periods throughout the year so that you can become a reliable source of support to the agency.

EVALUATION

Included in this section are examples of evaluation procedures used in the Impact On Hunger/New York City hunger-education curriculum, a secondary level program.

The Student Poll is general enough to be used in most secondary classes - whatever the discipline. The instructor may want to use it as both pre- and post-test. Or, the instructor may prefer to design a pre- and post-test particular to the lesson series he or she has chosen to offer. This poll is particularly good at measuring the development of knowledge and attitudes as your students complete the curriculum. It is not meant to be graded. We would appreciate it if you would share the results with Impact on Hunger.

The Teacher Evaluation Form is geared to the Student Poll. If the Poll is not used, the teacher might still use the remainder of the Form.

The Project Description Sheet and Project Evaluation Sheet are designed for the faculty sponsor of an Impact Group and mark the beginning and end of the Impact Project.

The Need for Evaluation of "World Hunger: Learning to Meet the Challenge"

School-wide and District-wide Evaluation

Hunger-education curricula are a relatively new addition to the school program; as a relatively unknown quantity they are prime candidates for a thoroughgoing school and system-wide evaluation. Such a process will reveal strengths and weaknesses, and increase the likelihood that future programs will be maximally effective. It will also satisfy community interest - an interest likely to be strong because of the action-orientation of the program.

Schools and Districts are urged to develop their own evaluation procedures, and to assess two outcomes:

1. The extent to which students have acquired any new knowledge about hunger.

2. The effectiveness of the action projects - both in terms of assistance rendered to the hungry, and in terms of the educational value to the student and community.

Only insofar as the school and the school system conducts this evaluation will the data be available to stimulate future funding and program expansion. An increasing number of agencies - public and private - are becoming interested in supporting education on the subject of world hunger; the better the evaluation - the better the chance of increased help from these agencies. The evaluation also gives you a chance to share your successes and failures with like-minded students and educators across the country.

Evaluation by Impact On Hunger

Impact On Hunger has the responsibility to evaluate its programs; we wish, ourselves, to know what is successful and what needs to be improved; we have funders to whom we are responsible for such evaluations; and we are called upon to demonstrate what the programs have achieved whenever we take our programs to new school systems and to potential sources of funding.

We have discovered from past experience that school personnel have enough paperwork to keep them more than busy, and adding another set of evaluative tools from our organization is an extra burden it is often impossible to carry. Therefore, we will rely upon whatever evaluation system a school or school system decides to adopt for its own internal needs, and use that data as it is shared with us. In addition, we will continue to seek the informal and voluntary evaluation of teachers and students as they go through the program.

This informal and voluntary evaluation can have a dual purpose:

1. It can help us learn what works and does not work and how we can help improve the curriculum.

2. It can provide documentation - a record - of student and teacher achievement. If students and teachers can document their work together - especially the Impact Projects - everyone will benefit. The school will have a record of its achievement and an attractive way of bringing ever larger numbers of students and parents into the process of ending hunger. The students and teacher will have a record of their contribution. Other schools and systems considering adopting some form of action-oriented hunger program will be encouraged to proceed. And Impact On Hunger can make available to school personnel and students around the country evidence supporting our contention that students will get involved and will act to improve the world.

Informal and Voluntary Evaluation: Some Suggestions

1. Record your student projects on film: photos, video, movie film. Catch students at various stages of the process: consider it a documentary of sorts.

2. Send us letters about your experience: what you liked and did not like, what worked and did not work. We welcome these from both students and teachers.

3. Talk to us on the phone: you and your students can call us or ask us to call you.

4. Send us copies of things your projects and classroom activities produced - essays, newpaper articles you wrote, scripts of dramas you put on, photos of drawings and posters and other artworks, etc. We will share your accomplishments with others.

5. Send us copies of things others wrote about you: from your local newspaper or school paper, letters of thanks from local or international agencies or from people you helped directly, responses from parents, etc.

6. Anything else you can think of.

If you can find the time to volunteer some form of evaluation for our use, please send it to:

Schools Project
Impact On Hunger
145 East 49th Street
New York, NY 10017
Telephone: (212) 355-2922

Teacher Evaluation Form

I Please fill in the total number of students who choose each answer:

	SUMMARY OF ANSWERS TO PRE-TEST	SUMMARY OF ANSWERS TO POST-TEST
1.	A ☐ B ☐ C ☐ D ☐	A ☐ B ☐ C ☐ D ☐
2.	A ☐ B ☐ C ☐ D ☐	A ☐ B ☐ C ☐ D ☐
3.	A ☐ B ☐ C ☐ D ☐	A ☐ B ☐ C ☐ D ☐
4.	A ☐ B ☐ C ☐ D ☐	A ☐ B ☐ C ☐ D ☐
5.	A ☐ B ☐ C ☐ D ☐	A ☐ B ☐ C ☐ D ☐
6.	A ☐ B ☐ C ☐ D ☐	A ☐ B ☐ C ☐ D ☐
7.	A ☐ B ☐ C ☐ D ☐	A ☐ B ☐ C ☐ D ☐
8.	A ☐ B ☐ C ☐ D ☐	A ☐ B ☐ C ☐ D ☐
9.	A ☐ B ☐ C ☐ D ☐	A ☐ B ☐ C ☐ D ☐
10.	A ☐ B ☐ C ☐ D ☐	A ☐ B ☐ C ☐ D ☐

II. Check (√) one response for each question:

1. At the start of this Learning Activity students displayed:

☐ A. very specific knowledge of the hunger issue

☐ B. good general knowledge of the issue

☐ C. many misconceptions about the issue

☐ D. total ignorance of the issue

2. This Learning Activity was:

☐ A. an extremely valuable educational experience

☐ B. worthwhile

☐ C. mediocre ("take it or leave it")

☐ D. a waste of instructional time

3. During this Learning Activity, students were generally:

☐ A. Intellectually stimulated ☐ B. Intellectually disinterested

4. During this Learning Activity, students were generally:

☐ A. Moved emotionally ☐ B. Emotionally unmoved

5. At the end of this Learning Activity, students:

☐ A. were more aware of hunger issues than they had been

☐ B. displayed about the same level of awareness

C. were confused

III. 1. The materials provided were satisfactory in the following ways:

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____

2. The materials provided were deficient in the following ways:

____

____

____

3. I would recommend the addition of the following information:

____

____

____

4. I believe that this program (Impact on Hunger Week) can be improved in the following ways:

____

____

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STUDENT POLL ON WORLD HUNGER

Directions: Circle the letter of the answer that you think best completes the question.

1.	Approximately what % of people in the world are hungry?	A.	2%	B.	10%	C.	25%	D.	50%
2.	Approximately how many people die from hunger-related causes each year?	A.	200,000	B.	1.8 million	C.	15-20 million	D.	50 million
3.	Where is most hunger located?	A.	South of the equator	B.	North of the equator	C.	Eastern Hemisphere	D.	Western Hemisphere
4.	What % of Americans are undernourished?	A.	1-2%	B.	10-20%	C.	50%	D.	None
5.	How much food is grown each year for the world's population?	A.	Far too little	B.	Almost enough	C.	Enough	D.	More than enough
6.	Are solutions to the world food problem readily available?	A.	No, there are no solutions	B.	Almost developed and will be in the next 10 years.	C.	Available but cost too much.	D.	Yes, readily available
7.	By what date do experts think the world hunger problem can be ended?	A.	Never	B.	1984	C.	2000	D.	2083
8.	The major cause of world hunger is...	A.	Economic	B.	Political	C.	Attitudinal	D.	Social
9.	Compared to other major world problems, hunger is...	A.	the worst	B.	one of many important concerns	C.	of little importance	D.	unimportant
10.	In my opinion, the most important person in the job of ending world hunger is...	A.	the President	B.	Me	C.	the Secretary General of the UN	D.	the Pope

Project Description Sheet

1. Name of School ______________________________

2. Address ______________________________

3. Telephone ______________________________

4. Student coordinator ____________________ Telephone __________

5. Faculty advisor ____________________ Telephone __________

6. Project title ______________________________

7. Project description (a short descriptive statement)

8. Purpose of project (a short statement describing general objectives of project)

9. Method of achievement (description of work plan and means of achieving goals)

10. Timeline

11. Who is involved? (Include participating individuals and groups outside of your school. Briefly describe the tasks of project participants.)

12. Is the project ongoing?

13. Who will be affected by this project?

14. Is there an educational component? (How will you let others know that hunger can be ended and inform them about the basic facts of the issue?)

15. Evaluation procedures?

Project Evaluation Sheet

1. Name of school ______________________________

2. Address ______________________________

3. Telephone ______________________________

4. Student coordinator ______________________ Telephone __________

5. Faculty advisor ______________________ Telephone __________

6. Project title ______________________________

7. Project description (Note any changes that occurred in the original description submitted earlier)

8. Were your project's goals achieved? Surpassed? Not reached? In what ways?

9. How did the methods you used to achieve your goals change as the project developed?

10. Did you meet your deadline?

11. What individuals and groups were involved within your school? In your community?

12. What have you accomplished to make your project ongoing?

13. Who was affected by your project?

14. How did those affected by your project benefit?

15. What needs did your project fulfill?

16. Describe the educational component of your project. (How did you let others know that hunger can be ended and the basic facts of the issue?)

17. Describe the procedures you used to evaluate your project?

18. How do you suggest others replicate your project?

19. What additional materials have you attached? What additional comments can you make to lend support to your project?

BOOKS

1. Bread for the World. Simon, Arthur. New York: Paulist Press, 1975.

2. Diet for a Small Planet. Lappe, Frances Moore. New York: Ballantine Books, 1979.

3. Empty Breadbasket? The Coming Challenge to America's Food Supply and What We Can Do About It. The Cornucopia Project of Rodale Press. Emmaus, PA: Rodale Press, 1981.

4. Feeding the Few. George, Susan. Washington, DC: Institute for Policy Studies, 1978.

5. Food First. Lappe, Frances Moore and Collins, Joseph. New York: Ballantine Books, 1979.

6. Food for People Not for Profit. Lerza, Catherine and Jacobson, Michael, eds. New York: Ballantine Books, 1975.

7. Food Security for People and Nations. Roundtable Paper #6. North South Roundtable of the Society for International Development. Washington, DC 20036.

8. The Global 2000 Report to the President of the U.S.: Entering the 21st Century. Vol. 1: The Summary Report. U.S. Council on Environmental Quality and the Department of State. Washington, DC: Superintendent of Documents, 1980.

9. Ho-Ping: Food for Everyone. Gobel,Medard. Garden City, NY: Anchor Books/Anchor Press/Doubleday, 1979.

10. How the Other Half Dies: The Real Reasons for World Hunger. George, Susan. Montclair, NJ: Allanheld, Osmun & Co., Publishers, 1977.

11. Needless Hunger: Voices from a Bangladesh Village. Hartman, Betsy and James Boyce. San Francisco, CA: Institute for Food and Development Policy, 1979.

12. North-South: A Program for Survival. The Report of the Independent Commission on International Development Issues (Brandt Commission). Cambridge, MA: MIT Press, 1980.

13. Overcoming World Hunger: The Challenge Ahead. Presidential Commission on World Hunger. Washington, DC: U.S. Government Printing Office, 1980.

14. A Picture of Poverty. Thomas, Hartford. Oxford, England: Oxfam, 1979.

15. Science of Food and Agriculture. A Publication for Science Teachers. CAST, 250 Memorial Union, Ames IA.

16. Small is Beautiful-Economics as if People Mattered. Schumacher, E.F. New York, NY: Harper and Row, 1973.

17. Small is Possible. McRobie, George. New York, NY: Harper and Row, 1980.

BOOKS (CONT'D.)

18. Starving in the Shadow of Plenty. Schwartz-Nobel, Loretta. New York: Putnam, 1981.

19. Third World Women Speak Out. Huston, Perdita. Overseas Development Council, New York, NY: Praeger Publishers, 1979.

20. U.N.I.C.E.F. News. United Nations Children's Fund. New York, NY: United Nations.

21. Village Technology Handbook. Agency for International Development. Washington, DC: Department of State.

22. Villages. Critchfield, Richard. Garden City, NY: Anchor Press, 1981.

23. World Hunger: Ten Myths. Lappe, Francis Moore and Joseph Collins. San Francisco: Institute for Food and Development Policy, 1979.

24. World Hunger or Food Self-Reliance? McLaughlin, Martin M. Development Paper No. 33. Washington, D.C.: Overseas Development Council, 1982.

RESOURCE ORGANIZATIONS: These organizations will supply more in-depth information into specific aspects of the hunger situation.

1. The Africa Fund, 198 Broadway, New York, NY 10038, (212) 962-1210. Resource materials on Africa.

2. Bread for the World, 6411 Chillum Place NW, Washington, DC 20012, (202) 722-4100. Info on hunger and development issues in the U.S. and the Third World. Good materials on Congressional legislation.

3. Center for Science in the Public Interest, 1757 So. Street NW, Washington, DC 20009, (202) 332-9110.

4. Cornucopia Project of Rodale Press, 33 East Minor Street, Emmaus, PA 18049, (215) 967-5171. Information on the US food system and economically and ecologically healthy alternatives. Very good for Science and Nutrition students.

5. Food and Agricultural Organization of the U.N., United Nations Headquarters, New York, NY 10017, (212) 754-6039. Information on the state of the world's agricultural production.

6. Global Perspectives in Education, 218 East 18th Street, New York, NY 10003, (212) 475-0850. Resource for materials on aspects of global education.

7. The Hunger Project, 2015 Steiner St., San Francisco, CA 94115. Specialties in information about hunger; publishes "Shift In The Wind".

8. Impact On Hunger, 145 East 49th Street, New York, NY 10017. Programs to educate American public on the issue of world hunger.

9. Institute for Food and Development Policy, 1885 Mission Street, San Francisco, CA 94110, (415) 864-8555. Literature on food, agriculture and foreign aid.

10. Institute for Policy Studies, 1901 Que Street NW, Washington, DC 20009, (202) 234-9382. Literature on a variety of issues including US foreign policy, international finance, human rights, militarism and hunger.

11. Overseas Development Council, 1717 Massachusetts Ave. NW, Washington, DC 20036, (202) 234-8701. Source of materials on economic and social problems involved in development.

12. Save the Children/Teachers College, Columbia Univ., "Someone Like Me Project", 116th and Broadway, New York, NY 10027. Hands-on hunger exhibits and computer games on hunger/development available.

13. South East Asia Resouce Center, P.O. Box 4000D, Berkeley, CA 94704. Resources on South East Asian area.

14. Transnational Network for Appropriate Technology (TRANET), Box 567, Rangely, ME 04907. Worldwide network on appropriate/alternative technologies.

15. United Nations High Commissioner for Refugees (UNHCR), United Nations Headquarters Room C301, New York, NY 10017, (212) 754-7601. Literature and audio-visuals on the world refugee situation.

16. U.S. Committee for U.N.I.C.E.F., 331 East 38th Street, New York, NY 10016, (212) 686-5522. Resource for a wide range of educational materials on development issues for children.

17. U.S. Committee for World Food Day, 1776 F Street NW, Washington, DC 20437, (202) 376-2306. Coordinates National World Food Day events.

18. World Bank, 1818 H Street NW, Washington, DC 20433, (202) 477-1234. Good source of statistical material on world development.

19. World Hunger Education Services, 2000 P Street NW, Suite 205, Washington, DC 20036, (202) 223-2995. Resource information on other organizations working with hunger; publishes "Hunger Notes" monthly.

SELECTED PRIVATE VOLUNTARY ORGANIZATIONS

CARE., 660 First Avenue, New York, NY, (212) 686-3110. Development projects in the Third World and educational resources on the domestic front. Publishes "CARE Briefs" on development-related subjects.

Catholic Relief Services, 1011 First Avenue, New York,NY, (212) 838-4700. Sponsor relief and development projects in Third World; also give shelter and assistance to domestic needy.

Church World Service, 475 Riverside Drive, New York, NY, (212) 870-2061. Third World and local development and disaster relief; educational materials for school use. Global education office: 2115 North Charles St., Baltimore, MD 21218 (301) 727-6106.

* Comunidad por los Ninos, Apartado Aereo 278, Envigado, Antioquia, Colombia, South America. Indigenous self-help movement that tries to improve living conditions through the advancement of appropriate technologies.

N.E.W. Inc./Fourth World Movement, 172 First Avenue, New York, NY 10009, (212) 228-1339. Development projects in the most impoverished sections of both developed and developing countries. Stresses education and human rights especially for children.

Oxfam America, 115 Broadway, Boston, MA 02116, (617) 482-1211. Educational materials and sponsors local development projects in the Third World.

Salvation Army, local chapters throughout the USA and abroad. Supplies food, shelter, clothing and employment training to those in need.

* Sarvodaya Shramadana Movement, Sarvodaya, Damsak Mandira, #98, Rawatawatte Road, Moratuya, Sri Lanka. Indigenous self-help movement to improve living standards in Sri Lanka.

Save the Children Federation, 48 Wilton Road, Westport, CT 06880, (203) 697-0264. Sponsors children in developing countries.

U.N.I.C.E.F., United Nations, New York, NY 10017, (212) 754-3338. Development and relief assistance geared more specifically to improving the health and nutrition of children and pregnant mothers.

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* For a list and description of additional indigenous private voluntary organizations from around the world, write to Impact on Hunger.

FILMS/FILMSTRIPS

1. Bread for the World, 20 minutes, color, 1975. Examines hunger and public policy, with emphasis on citizen advocacy. Available from: Bread for the World.

2. Diet for a Small Planet, 28 minutes, color, 1974. Explores the ecological implications of depending on meat for protein. Shows different vegetable protein sources for obtaining complete nutrition. Available from: Bullfrog Films, RD #1, Box 132 Quakertown, PA 18951.

3. Echo Catastrophe: The Risk We Take With Our Evnironment, two-part color/sound filmstrip, 1976. Discusses overpopulation, food production, and distribution. Includes teacher's guide. Available from: Guidance Associates, Communications Park, Box 3000, Mt. Kisco, NY 10549.

4. Food First, two 15-minute, color, 1979. Dispels the myth of food scarcity, showing the cause of hunger to be the extreme and growing inequity in control over food producing resources. Available from: Institute for Food Development Policy, 2588 Mission Street, San Francisco, CA 94110.

5. Hamburger U.S.A., 28 minutes, color, 1982. Deals with economic concentration in the food system and ways to be more self-sustaining. Available from: American Friends Service Committee, 2160 Lake Street, San Francisco, CA 94121.

6. Hunger Hotline, 10 minutes, color, 1982. Introduces hunger facts and global issues via a talk show format. Available from: Church World Service, P.O. Box 968, Elkhart, IN 46515.

7. The Land: A New Priority, 27 minutes, color, 1976. Contrasts the colonial tradition of using land for cash crops with new priority of feeding one's own people. Available from: National Film Board of Canada, 1251 Avenue of the Americas, New York, NY 10020.

8. To Feed the Hungry, 45 minutes, color, 1971. A film about hunger in America. Available from: McGraw-Hill Films, 1221 Avenue of the Americas, New York, NY 10020.

9. Tragedy or Triumph, 28 minutes, color, 1974. U.N. film focuses on issues raised at the World Food Conference in 1974. Points to causes of the world food problem and solutions to increase food production. Available from: AV Media, Inc. 324 North Fairfax Street, Alexandria, VA 22307.

10. When the Almsgiving Stops, 22 minutes, color, 1980. Shows the importance of land ownership with its implications for food production and distribution. Sponsored by the Presidential Commission on World Hunger. Available from: Key Light, 4266 Balfour Avenue, Oakland, CA 95610.

11. Habbanaae: The Animal of Friendship, 25 minutes, filmstrip. A documentary on a tribe of nomadic herders whose way of life in Niger was nearly destroyed by drought. Explores some of the man-made causes of this disaster and some of the inappropriate responses of the developed world. Available from: Oxfam America, 115 Broadway, Boston, MA 02116.

12. Hunger Knows My Name, 30 minutes. A personal exploration of the personal and political issues connected with hunger and underdevelopment. Available from: Oxfam America, 115 Broadway, Boston, MA 02116.

13. Underdevelopment and the Dispossessed, 30 minutes. Analyzes the relations between rich and poor nations and describes the impact of colonialism in creating a global economic system which works to keep the Third World poor and dependent.